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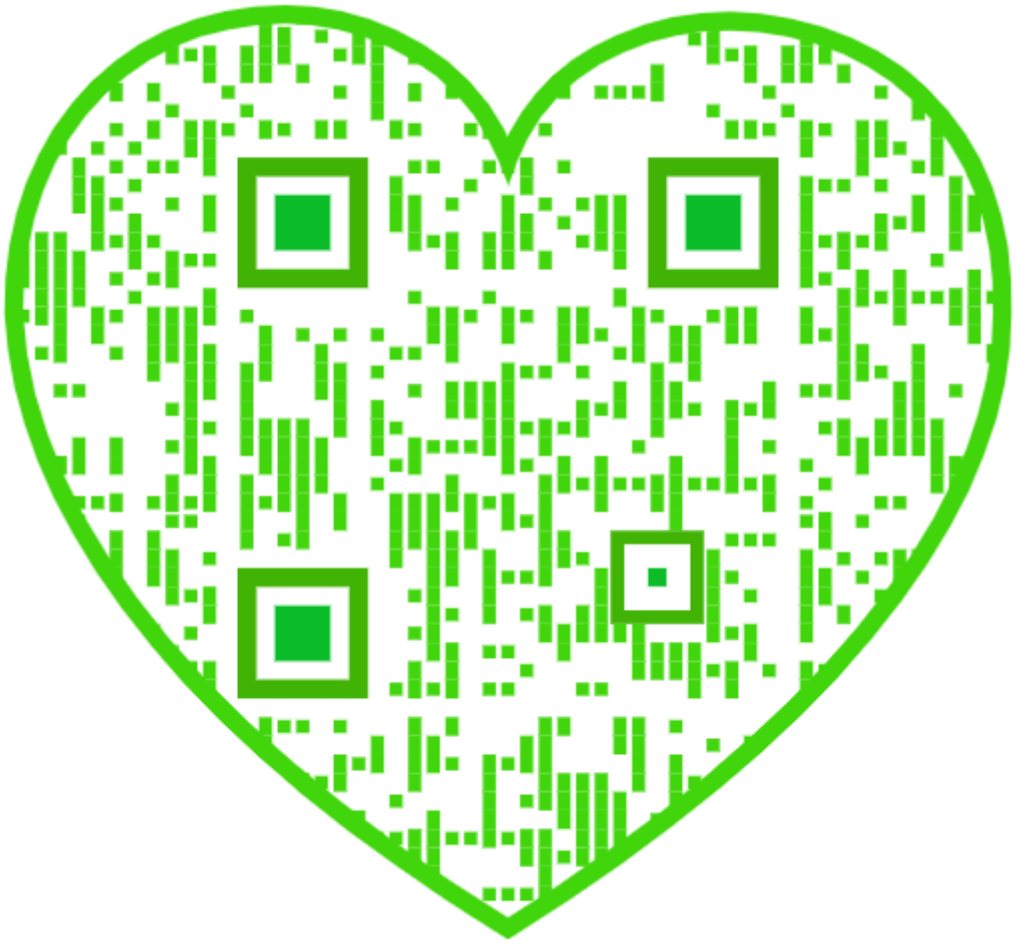

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New York City

BOARD OF EDUCATION
THE CITY OF NEW YORK

Twenty-first & Twenty-second Annual Reports

of the

Superintendent of Schools

1918-1920

HIGH SCHOOLS

CIVICS

GENERAL SCIENCE

AGRICULTURE

ART

MODERN LANGUAGES

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MURAL DECORATION, COMMERCIAL HIGH SCHOOL

This decoration is one of two very large canvases, painted by A. J. Bogdanove, for the auditorium of the Commercial High School, Brooklyn. The pictures are installed on either side of the platform, one of them being a memorial to the late principal, Dr. William Fairley, and the other a memorial to the graduates of the school who perished in the great war. The picture shown typifies Ancient Commerce, while the balancing canvas represents Modern Commerce.

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APPENDIX A

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July 13, 1920.

To the Board of Education,

Ladies and Gentlemen:

I beg leave to submit for your information and consideration the report on high schools for the years 1918 to 1920, prepared by Dr. John L. Tildsley, Associate Superintendent in charge of the same during that period.

The report presents in interesting detail important phases of current high school work, and is impressingly indicative not only of the skill and the enthusiasm of our high school teachers and principals, but also of the energy and the intelligence which characterized Dr. Tildsley's administration.

The steady growth of our high school system reflected in the doubling of the high school register during the past ten years makes it absolutely necessary that, in accordance with the recommendations contained not only in his report but in your building program presented for adoption for 1921, financial provision be made for buildings for the Julia Richman, the Brownsville, the New Utrecht, and the George Washington High Schools, and that funds be provided for additions to the Curtis, the Manual Training, and the Richmond Hill High Schools.

Not only should there be a reduction in the size of high school organizations such as the Washington Irving, the DeWitt Clinton, and the Stuyvesant High Schools, the registers of which approximating five thousand each make necessary the use of school facilities far beyond their normal capacities, but we should also aim, in the interests of our children, to locate the new high schools in closer proximity to the pupil groups which they accommodate, and thus lessen the dangers, inconveniences, loss of time, and expense incident to long journeys made twice daily.

The development of a cooperative high school marks an interesting development in high school organization. The school ought to be very successful, as it will give a concreteness and reality to high school instruction that is sometimes missing, and will probably solve in a very definite and economical way certain problems of commercial education and vocational guidance.

I regret that lack of financial ability has prevented to date the development of the technical industrial course planned for Manual Training High School, and also the agricultural course introduced into Newtown High School in September, 1919.

As Dr. Tildsley points out, the increase in the number of teaching positions has made it extremely difficult during the past two years to secure competent teachers because the inadequate salaries paid meant a diversion of the teacher supply, through resignation and refusal of appointment, to other lines of professional work in which remuneration was greater. Fortunately, the enactment of the Lockwood-Donohue bill has materially relieved the situation, although experience will probably show that only a recession in prices or a further increase in salary will insure a supply of high school teachers sufficient in number and skill to meet our needs.

The efficiency of our high school instruction depends, in large part, on the manner in which pupils are grouped so as to make success possible by reasonable effort and sympathetic cooperation. Much of high school mortality and poor scholastic results are due to the crudity of method used in assorting children. One of the most interesting aspects of this report is the abundant evidence of the keen interest high school principals and teachers have shown in the intelligence and diagnostic tests that have been recently developed and which they have increasingly used with discrimination and success. There is also abundant evidence to show that by means of proper classification and carefully supervised study, the instruction is not only being individualized but also that the different social activities of the schools afford ample opportunity to enable high school pupils to develop habits of initiative and cooperation which are basic, not only to success in school, but also to material success and good citizenship in adult life. For example, I am sure that very few not inti-

mately connected with the high schools realize that as a result of the volunteer activities of pupils and their generous contribution to funds used to finance activities in which they are interested, the combined high school General Organizations handle approximately a quarter of a million dollars each term. Such loyalty on the part of our high school pupils is the outgrowth of school administration that successfully identifies the pupil with the school, not only through formal instruction but through enlistment of his services during out of school time in numerous wholesome social activities. Music, athletics, and the drama are fields of self-expression which supplement while they enrich the formal studies of the high school curriculum.

To meet the demands of the individual, and of the community, the course of study has been undergoing constant modification and enrichment. Even a casual reading of this report will show the successful efforts that have been made to adjust the course of study not only to meet the varying abilities of pupils, but also to meet the social demands during the period of war and reconstruction. To illustrate the matter, I need only to allude to such experiments in grouping and instruction as are reported by Principals Paul, Snyder and Wolfson, the introduction of civics, economics, and European history to give additional insight into current social problems, the experiment with one year commercial courses as in Bushwick and the successful modification of the first year course in Mathematics, as in the case of the Stuyvesant High School. Marked success has attended the development of such phases of high school work as physical training, instruction in foreign languages, civics and art. I think we are justified in claiming that as regards these subjects, our schools are the peer of any other school system. However, the work in other subjects, especially commercial subjects, is of widely varying degrees of effectiveness, due in part to our imperfect supervisory scheme, and I heartily concur in Dr. Tildsley's recommendation that provision should be made for a director of commercial branches. As we are spending annually approximately one million dollars for teaching business subjects, the salary of a competent supervisor at the rate of $6,000 per annum would be an overhead of only two-thirds of one

per cent. The increase in efficiency that would result from intensive supervision would more than offset the additional cost.

I cannot refrain from commenting upon the patriotic spirit that has characterized the work and the administration of the high schools during the past years. The year books of the different high schools are replete with photographs, biographies, and anecdotes of our graduates and teachers who either made the supreme sacrifice or distinguished themselves by rendering excellent service in war or related activities. The following excerpt from Mr. Wilkins' report on the service rendered by teachers of foreign languages is typical:

> "It is not possible to give in detail the work done by language teachers in war service; but some of them contributed able help to the winning of the war. It is fitting to mention here, at least briefly, some of these teachers and their work. Among the men were: Captain Robert B. Marvin, first assistant in German, and Lieutenant William A. Barlow, Spanish, both of Commercial High Schooi, War Department, Washington; Captain Robert H. Keener, first assistant in German and French, Evander Childs High School, with the Army of Occuption in Germany; Lieutenants John S. Norris, German, Stuyvesant; Eugene Jackson, German, and Austin M. Works, German, both of DeWitt Clinton, all in the Army of Occupation; Major Colman D. Frank, first assistant in French, DeWitt Clinton, with the Second American Army during hostilities as Chief Intelligence Officer in charge of the Order of Battle of the German forces, and, after the armistice, Secretary of the American Mission and interpreter for the English-speaking allies at the Permanent International Armistice Commission of Spa; decorated with the French Légion d'Honneur and the Belgian Croix de Guerre; Abraham Kroll, Spanish, DeWitt Clinton special service in the Navy; Lieutenants Herbert C. Skinner, French and Spanish, and Charles G. Montross, German and Spanish, both of the High School of Commerce and in the Army of Occupation; Sergeant J. B. Zacharie, French, DeWitt Clinton, with the French Army from the beginning to the end of the war, who was in 1917-1918 assigned to the American Army as interpreter and who won the Croix de Guerre for heroism at Verdun; Sergeant Leonard Covello, Spanish, DeWitt Clinton, in the intelligence police, Franco-Spanish border; Dr. Guillermo A. Sherwell, Spanish, New Utrecht High School, legal adviser to the International High Commission, United States Section, Treasury Department, Washington; and Edward O. Perry, first assistant in French and Span-

ish, Newtown High School, special work for the peace conference delegation. All the above men volunteered their services."

Additional evidences of this patriotic spirit, apart from the magnificent contributions made by the schools in all patriotic drives, are the modification in the course of study, especially in civics, economics, history and physical training, and the elimination of a limited group of teachers whose political views and whose abuse of the privileges of the classroom were such as to make them a menace to our children.

As the action of the Board of Education in ousting these teachers has given rise to considerable discussion, the decision of the Acting State Commissioner of Education, Honorable Thomas E. Finegan, is included in the report as an appendix, and I will conclude this foreword by quoting the concluding paragraphs of the same as they express the common viewpoint held not only by the Acting Commissioner, but by all good citizens:

"It must be held that teachers have the same right to form judgments and to express opinions upon public questions that other citizens possess. A teacher is not compelled to sacrifice his individuality, his personal liberties or his judgment upon social and public problems simply because he is a teacher. Upon questions on which citizens generally may express different opinions or judgments, a teacher has the right to express his opinion and to form his own judgment. The power conferred by law upon the Commissioner of Education will be freely exercised to protect this right of a teacher whenever the authority over such teacher attempts to restrict or annihilate it. There is, however, no difference of opinion among the patriotic citizens of this country as to the duty of all Americans in supporting the President of the United States and the government in the prosecution of this war. This support must be open, direct and unassailable. There is also no difference of opinion among the patriotic people of this State or Nation as to the obligation of every person who assumes the office of teacher of boys in a public school of the State to support the government, to teach respect and love for our democratic institutions and for the President as such of this republic. The standard by which teachers are to be judged in this respect was well stated by Doctor John H. Finley, Commissioner of Education, in an address before the teachers of the State at the annual meeting of their associations at Syracuse in November, 1917. His words upon this subject are as follows:

"'As to ourselves, the teachers, representing as we do the State

which has entrusted to us her most precious possession, there is just one answer. We must do with our mind and daily speech what the soldier does with his body and in his daily training or fighting; that is, support our country in the cause to which it is committed in its own defense and that of human freedom. The same degree of loyalty is asked of a teacher as of a soldier. If a teacher cannot give that unquestioning support to the country that makes his own individual freedom in time of peace possible, his place is not in the school. I will not say where it is, but of all places in the world, he should **not** be in the school as the representative of his country'."

Very truly yours,

WILLIAM L. ETTINGER,
Superintendent of Schools.

July 1st, 1920.

Dr. William L. Ettinger,
Superintendent of Schools.

Dear Sir:—

In answer to your request I submit the following combined report for the years 1918-1920 for Division VII (High Schools) to which I have been assigned:

The following figures furnished by Mr. Wright, Director of High School Organization, of pupil registration, number of teachers by ranks for the high schools as a whole and for each high school separately will be of value as showing the size of the problem of the administration of the high schools of this city.

Register

During the eight years, 1909-1916, the high school register maintained an average annual increase of 4,730. The abnormal conditions produced by the war wiped out this increase in 1916-17, and in 1917-18, there was a decrease of 3,119 in October and 931 in March. Now we seem to be returning to normal conditions again and while the increase in register during 1918-19 was comparatively slight the register for October, 1919, and March, 1920, show that our high schools are increasing in size almost as rapidly as before the war. The following table gives the registers and changes on March 31 and October 31 during the past twelve years.

INCREASE IN REGISTER
March Over Preceding March

Year	Register, March 31	Increase	Percent of Inc.
1909	33,016	5,585	20.4
1910	36,592	3,576	10.8
1911	39,535	2,943	8.
1912	43,802	4,267	10.8
1913	47,836	4,034	9.2
1914	52,674	4,838	10.1
1915	61,735	9,061	17.2
1916	66,203	4,468	7.2
1917	66,237	34	.05
1918	65,306	931*	1.4
1919	65,998	692	1.06
1920	68,981	2,983	4.5

*Decrease. Average increase for 12 years—3,462.

INCREASE IN REGISTER
October Over Preceding October

Year	Register, Oct. 31	Increase	Percent of Inc.
1908	29,184	5,673	24.1
1909	33,334	4,150	14.2
1910	36,624	3,290	9.9
1911	39,336	2,712	7.4
1912	43,628	4,292	10.9
1913	47,947	4,319	9.9
1914	54,766	6,819	14.2
1915	63,142	8,376	15.3
1916	65,690	2,548	3.9
1917	62,571	3,119*	4.75
1918	62,820	249	.4
1919	66,617	3,797	5.7

*Decrease. Average increase for 12 years—3,592.

The following table shows the relative number of pupils and teachers in the high schools during the past five years:

	Register	1st Asst.	Asst.	Lab. Asst.	Cler. Asst.	Lib. Asst.	Others	Total
Oct. 31, 1915	63,142	157	2195.8	28	87	30	7	2504.8
Mar. 31, 1916	66,203	155	2261.8	31	94	31	6	2578.8
Oct. 31, 1916	65,690	160	2298.2	34	96	32	6	2626.2
Mar. 31, 1917	66,237	171	2245.6	38	95	32	6	2587.6
Oct. 31, 1917	62,571	172	2334.8	37	98	35	6	2582.8
Mar. 31, 1918	65,306	169	2260.4	39	101	35	6	2610.4
Oct. 31, 1918	62,820	168	2230.8	39	103	35	6	2581.8
Mar. 31, 1919	65,998	166	2344.8	41	107	36	6	2700.8
Oct. 31, 1919	66,617	176	2401.8	42	108	37	7	2771.8
Mar. 31, 1920	68,981	212	2450.8	43	111	39	6	2861.8

On October 31, 1915, with a register of 63,142 we had a teaching body of 2,504.8 or 25.2 pupils for each member of the teaching body, whereas on March 31, 1920, we had a register of 68,981 pupils and 2,861.8 members of the teaching body only 24.1 pupils for each position. This looks like a looser organization, but it is not. Teachers are still being assigned on the basis of one teacher for every 720 pupil periods as was the rule in 1915. The increase in teachers is due to the increase in the number of recitation periods on the pupils' programs, for example the one year unit commercial course calls for 35 periods of work as against the 26 of the old general course. The technical course of the Manual Training High School also calls for thirty-five periods per week.

Two periods of civics have been added to the programs of all first year students, and in high schools where the gymnasium space, playgrounds of use of armories permit, physical training in accordance with the Welsh Law has been given five periods a week instead of two.

Economics has been made a requirement for graduation and in the case of many students adds an additional subject to the four years program; English which was formerly given for a total of 16 periods for the four years is now given eighteen periods. These changes in the curriculum, desirable as they are

educationally, add materially to the cost of instruction by reason of the increased amount of teaching necessary. The ratio between teachers and pupils is therefore not a proper basis for measuring the economy of administration as is so often assumed. The pupil period load as used in New York high schools is a more accurate measuring rod. And even this is not an accurate measure, for it fails to take account of results. A school with a pupil period load of 780 and the percentage of failure in the first term of 35 is more wastefully managed than a school with a load of 720 and a percentage of failure of but 20. We so often fail to realize that the failure of pupils to be promoted is the greatest possible waste of taxpayers' money. This point is well brought out in the following table of costs of failure prepared by Principal Vosburgh, of the Jamaica High School, for that school. A report for all high schools on this basis would be of great value in bringing home to the principals the enormous waste of failure.

Mr. Vosburgh's Table

Jamaica High School

Cost Sheet for Term Ending January 30, 1920

Table showing salary cost of instructing pupils in each department; also the cost of failure in each department.

Department	Teachers Salaries	No. of Pupils Taught	Salary Cost Per Pupil Per Term	No. of Pupils Failed	Cost of Failure in Dept.
English	$10,473	1,145	$9.14	124	$1,133.34
Latin	4,625	342	13.52	81	1,095.12
Mod. Lang.	5,795	739	7.84	171	1,340.64
Mathematics	5,300	482	11.00	118	1,298.00
Hist. & Com. Civ.	6,255	899	6.95	110	764.50
Gen. Science	4,029	434	9.26	82	759.32
Phy. Science	3,521	306	11.51	65	748.15
Com. Dept. (Ex. Pen.)	8,160	927	8.77	113	991.09
Drawing	2,275	895	2.54	100	254.00
Elocution	1,813	748	2.41	27	65.07
Music	1,325	856	1.55	81	125.55
Phy. Train., Boys	1,255	483	2.59	8	20.72
Phys. Train., Girls	2,304	684	3.36	58	194.88
Penmanship	885	256	3.45	1	3.45
Hygiene, Boys	545	322	1.69	8	13.52
Hygiene, Girls	596	684	.87	23	20.00
	$59,156			1170	$8,827.27

Teachers' Salaries for the term $59,156.00
Money spent in salaries for work which had to be repeated... 8,827.27
Percentage of salaries for term ending January 30, 1920, which must be used in instructing pupils a second time..... 15%

(Signed) CHARLES H. VOSBURGH,
Principal.

Further on in this report will be found an account of the campaign that has been carried on during the past two years to reduce the amount of failure in the high schools. To the extent that failure is due to large classes, large for reasons of economy,

to that extent we are wasting, not saving money; to the extent that failure is due to poorly paid teachers' to that extent again are we as administrators extravagant. During the past two years the percentage of failures has been reduced. This reduction would justify the increased number of teachers if the increased programs of the pupils had not already accounted for it.

Shortage of Teachers

The increase in the number of teaching positions during the past two years has come at a time when it has been extremely difficult to secure competent teachers. The steadily decreasing value of the salary and the opportunities offered in other lines of work has decreased the supply of competent high school teachers. As a consequence we have been forced to lower the requirements for substitute teachers and take college graduates without teaching experience. We have employed from 150 to 200 substitutes constantly. One-third of the persons nominated to fill vacancies in September, 1919, declined to accept their appointments chiefly because of inadequate salaries. If it were not for the Lockwood-Donohue Bill just passed, the condition of the high school teaching force this coming year would be desperate. As it is, the teachers will not be as well paid as they were 18 years ago. Only a fall in prices or a further increase in salary can secure for us a permanent body of high school teachers of the ability, training and experience needed for the New York schools. The beginning salary of $1,900 ought to secure a sufficient number of regular teachers to decrease materially for the coming year the number of substitutes employed.

Register of Pupils by Sex

Dr. Ayres formulated recently ten standards for determining the efficiency of a school system. One of the ten was the proportion of boys to girls in the high schools. Although New York State ranks 13th under his scheme of classification, in this one matter of the ratio of boys to girls it ranks first, and it ranks first because of the large proportion of boys in the high schools of New York City, the highest in the United States, being, as

shown by the following table 35,019 boys to 33,962 girls or 103.1 boys to 100 girls, whereas in many communities there are two girls to every boy enrolled in high schools.

The following facts are of interest:

1. That not 50 per cent of the pupils are in the first year as commonly stated, but 40 per cent.

2. That in boroughs where coeducation predominates, as in The Bronx, Queens and Richmond, there are fewer boys than girls; that in only one coeducational school, Manual Training High School, are there more boys than girls, and in that school, the exception is due to the courses offered. One conclusion, at least, seems to be valid, namely, that given a choice, boys prefer to go to boys' schools.

3. That whereas there are 27 more girls than boys in the third year, in the fourth year there are 1,073 more boys than girls. This is due to the fact that the three year commercial course enrolls chiefly girls, while the boys take the four year courses:

REGISTER OF PUPILS IN ALL COURSES MARCH, 1920

Schools and Boroughs	1st Year Boys	1st Year Girls	2nd Year Boys	2nd Year Girls	3rd Year Boys	3rd Year Girls	4th Year Boys	4th Year Girls	5th Year Boys	5th Year Girls	Cooperative Boys	Cooperative Girls	Total at Date Boys	Total at Date Girls	Total
Manhattan															
DeWitt Clinton	1946	.....	1467	....	893	....	634	....	..	...	...	...	4940	.....	4940
Commerce	1684	.....	1088	....	538	....	348	....	..	...	....	...	3658	.....	3658
Julia Richman	....	1454	....	1140	....	533	....	6	..	134	...	164	.....	3431	3431
Stuyvesant	2002	.....	1633	....	954	....	437	....	..	....	41	...	5067	.....	5067
Wadleigh	....	1009	....	868	....	574	....	481	..	...	....	...	.....	2932	2932
Washington Irving	....	2094	....	1599	....	1178	....	237	..	...	...	94	.....	5202	5202
Geo. Washington	140	229	107	154	82	141	27	49	..	...	...	....	356	573	929
	5772	4786	4295	3761	2467	2426	1446	773	..	134	41	258	14021	12138	26159
The Bronx															
Evander Childs	598	831	355	530	157	350	123	164	..	...	...	....	1233	1875	3108
Morris	675	702	504	717	333	281	238	166	1	36	2	49	1753	1951	3704
Roosevelt	179	599	84	347	29	217	8	13	..	...	8	13	308	1189	1497
	1452	2132	943	1594	519	848	369	343	1	36	10	62	3294	5015	8309
Brooklyn															
Bay Ridge	....	1093	....	514	....	253	....	154	..	3	...	16	.....	2033	2033
Boys	1494	.....	961	....	697	....	466	....	..	...	...	...	3618	.....	3618
Bushwick	495	870	199	456	118	323	81	118	..	...	...	91	893	1858	2751
Commercial	1536	.....	838	....	555	....	267	....	..	....	32	...	3228	.....	3228

Schools and Boroughs	1st Year Boys	1st Year Girls	2nd Year Boys	2nd Year Girls	3rd Year Boys	3rd Year Girls	4th Year Boys	4th Year Girls	5th year Boys	5th year Girls	Cooperative Boys	Cooperative Girls	Total at Date Boys	Total at Date Girls	Total
Eastern District	292	717	225	431	164	302	138	68	..	...	....	...	819	1518	2337
Erasmus Hall	617	983	478	575	366	406	263	290	..	...	22	51	1746	2305	4051
Girls	....	793	....	519	....	318	....	292	..	...	...	...	.....	1922	1922
Manual Training ...	1,371	418	763	271	302	149	146	115	..	...	122	15	2704	968	3672
New Utrecht	363	....	241	....	151	....	56	....	1	...	...	....	812	.....	812
Girls Commercial ...	....	936	....	361	....	151	....	....	..	....	...	...	.....	1448	1448
	6168	5810	3705	3127	2353	1902	1417	1037	1	3	176	173	13820	12052	25870
Queens															
Bryant	305	356	118	163	68	96	33	28	2	3	...	...	526	646	1172
Far Rockaway	115	136	57	84	39	47	15	15	1	11	...	...	227	293	520
Flushing	280	330	120	180	88	104	38	32	3	13	...	...	529	659	1188
Jamaica	318	436	154	250	68	95	24	49	5	3	...	...	569	833	1402
Newtown	392	399	146	151	65	123	47	38	..	...	65	36	715	747	1462
Richmond Hill	357	381	183	253	116	132	58	57	4	7	...	...	718	830	1548
	1767	2038	778	1081	444	597	215	219	15	37	65	36	3284	4008	7292
Richmond															
Curtis	262	354	178	196	101	138	59	61	..	....	....	...	600	749	1349
Grand Total ...	15421	15120	9899	9759	5884	5911	3506	2433	17	210	292	529	35019	33962	68981

APPLICANTS FOR ADMISSION TO HIGH SCHOOLS, JUNE, 1920, AND THE NUMBER ACTUALLY ADMITTED. DISTRIBUTED ACCORDING TO COURSE AND LANGUAGE.

HIGH SCHOOL BOROUGH	Applicants LATIN Gen.	Com.	Tech	FRENCH Gen.	Com.	Tech	SPANISH Gen.	Com.	Tech	NO LANGUAGE Gen.	Com.	Tech
Manhattan												
DeWitt	274			184			264					
*Commerce												
G. Washington	35			28	13		35	65				
Richman					117			582			17	
Stuyvesant			131			276			584			18
Wadleigh	115			172			96					
Washington Irving	46			125	115	198	54	414	90	3	6	5
	470		131	509	345	474	449	1061	674	3	23	23
Bronx												
Evan. Ch.	188			75	39		110	268			27	19
Morris	175			208			364			5		
Roosevelt				22			267			18		
	363			305	39		741	268		23	27	19
Brooklyn												
Bay Ridge	88			73			292			28	77	
Boys	466			73			150			7		
Bushwick	68		119	18	33		60	296			615	
Commercial					36			660			95	
Eastern District	119			19	23		53				304	
Erasmus Hall	401			174			326			3		
Girls	209			90			160					
Girls Commercial					48			310			34	
Manual Training	205			143			300					390
New Utrecht	20			14	3		30	45			2	
	1576		119	604	143		1371	1311		38	727	390
Queens												
Bryant	21		7	9		37	34	28	117		10	25
Far Rockaway	34			13			34				49	
Flushing	97		4	20	16	18	11	72	25			
Jamaica	89			26			48				160	
Newtown	83			79				111			125	12
Richmond Hill	123			63	27			155		4	23	
	447		11	210	43	55	127	366	142	4	369	37
Richmond												
Curtis	70			12			50			1	162	
Total	2926		261	1640	470	529	2738	3006	816	69	1306	469

*Not distributed by courses but included in totals.

APPLICANTS FOR ADMISSION TO HIGH SCHOOLS, JUNE, 1920, AND THE NUMBER ACTUALLY ADMITTED. DISTRIBUTED ACCORDING TO COURSE AND LANGUAGE.

| Admissions | | |

General Aims of This Division During 1918-1920

During the past two years we have been trying in the high schools to apply the lessons learned in the world war. We have realized as never before that we must have a deliberately purposeful plan of training for citizenship in our high schools and we have therefore tried to build up such systematic teaching. Furthermore, we have had impressed upon us the necessity of adapting all our educational methods and plans to the needs of the individual. We have profited by the experience of the army which was so successful in picking out by means of tests the right men for the job and have likewise by means of intelligence tests sought to rediscover the individual and to retain the individual by means of forming class groups of individuals within narrow ranges of ability.

As a consequence of this more accurate classification of pupils on the basis of their intelligence, we are now in process of working over our courses of study, our syllabi of subject matter, and our methods of instruction. These points will be discussed later in the report.

On the side of administration we have aimed to bring about more intelligent, systematic and thorough supervision and direction of teaching in the high schools and we have sought to remove causes of distrust and ill-feeling by insisting that reports of any kind made upon a teacher shall be in writing and shall be shown to the teacher before being sent to headquarters. Realizing that the present system of formal ratings of teachers by means of letters are unsatisfactory and largely ineffective, we have sought to individualize the teachers and obtain more adequate basis for a real merit system of promotion by asking each high school principal to file in the office of the division of high schools, at the close of each term, a card for each teacher reciting the special services, whether in the classroom, in student activities, in administration, or in the formulation of educational methods and policies such teacher has rendered. It is planned to keep in this way an ever-growing record of teachers' services of signal worth which shall constitute an informal eligible list to be consulted when teachers are needed for promotion to

higher positions. Allow me to insert a copy of the circular of instructions which was sent out from this office as a guide for accomplishing these desired ends:

March 4, 1919.

To the Principals of High Schools:

The following regulations concerning the supervision of teachers in the high schools are hereby sent you:

In a conference of the supervising officers of the High School Division, means of improving the teaching in the high schools were discussed. It was the opinion of the conference that the key to the situation is the chairman of the department; that we cannot have strong teaching in our high schools unless we have energetic chairmen, who are masters of their subjects, and of the methods of teaching them, and who are possessed of initiative and courage and a willingness to accept responsibility. It was further agreed that the principal of a school is largely responsible for the efficiency of his chairmen inasmuch as the chairmen are nominated for a term of one year by the principal of a school, subject to the approval of the Board of Superintendents, and can be removed at any time, if inefficient by the Board of Superintendents. It is believed that strong chairmen can be developed by principals by systematic training and the delegation to them of authority, and that principals, therefore, should be made to realize their responsibility for the efficiency of the chairmen of their department of instruction. As a means of bringing about this desired efficiency and of promoting a spirit of cooperation and team work in the Division of High Schools, the following measures were adopted as a working policy for the guidance of teachers, principals and supervisors of this Division:

1. A copy of every report concerning any teacher sent to the office of the Division of High Schools is to be given or shown to the teacher concerning whom the report is made.

2. Principals are to be asked to file with this office every term a statement of special services rendered by teachers more especially those services showing initiative and qualities of leadership, such reports to be made on 3x5 library cards.

3. Both principals and supervising officers of the Division are to be asked to report on any special features of work and improvement in methods, made by chairmen of departments.

4. Reports are to be filed each term by supervisors on the efficiency of chairmen as measured by the efficiency or inefficiency of their departments.

5. Supervisors are to file reports each year on the work of principals, emphasizing especially their use of chairmen and their ability to delegate routine duties to the members of their teaching staff.

6. Chairmen of departments are to be required to visit at least twice each month each teacher not on a permanent license, and all teachers whose work shows need of improvement.

7. Chairmen are to hold a conference with each substitute teacher and newly appointed teacher before he begins service and to confer with him at least once a week.

8. Principals are to visit each teacher at least once a year, and teachers not on a permanent license, oftener.

9. Written reports of visits to teachers by chairmen of departments are to be filed with the principal, and principals are to keep a written report of their own visits to teachers with the suggestions made to each teacher for the improvement of his work.

10. Principals are expected to hold conferences of chairmen at least once a month and to keep a record of the topics discussed at each conference.

11. Chairmen are to hold conferences of teachers at least once a month, and to file with the principal a report of the topics discussed at these conferences.

12. Each principal shall forward to the associate superintendent in charge of high schools, at the close of each term, a brief report from each chairman, showing the dates on which departmental conferences were held and the topics taken up at each conference.

13. The principals and the supervisors of this Division shall make suggestions to chairmen for the improvement of the departments and especially shall call their attention to inefficient teachers and ineffective methods and policies. If a chairman is unable to bring about needed improvements as a result of such suggestions, a change in the chairmanship would seem desirable.

It was further agreed that both chairmen, principals and supervisors of this Division should be ready at all times to listen sympathetically to the real or fancied grievances of teachers and use every means in their power to remedy such grievances and secure the cooperation of the teachers.

Yours very truly,

(Signed) JOHN L. TILDSLEY,
Associate Superintendent of Schools.

These cards have proved to be of very unequal value. One principal gave each teacher a card and told him to fill out his own record of conspicuous services. But the principals generally have selected only the more conspicuously worthy with the result that the cards made a real honor list.

I would urge the members of the Board of Superintendents to look over this card index of teachers of conspicuous merit before deciding upon the teachers they are to select for promotion to higher positions.

In my report for the year 1917-1918, I called attention to the high percentage of failures among students in the first year of the high school. These failures I showed were due in part to the fact that some students although graduated from the elementary schools were not fitted for further progress in the high schools, but in much larger measure in my judgment they were due to a poor classification of the entering students, so that boys and girls of great diversity of ability and previous preparation were grouped in the same classes, given the same teaching and had the same demands made upon them. I pointed out that, under such circumstances, the pace was fitted to the medium pupil with the result that the more able boy and girl loafed and the least able were unable to keep the pace and failed of promotion.

I recommended that the principals make every effort to classify the entering pupils into homogeneous groups on the basis of natural ability and training and then adapt the content methods and pace in each subject to the needs and possibilities of each group.

In April 1919, in order to check up the efforts made by the principals to classify the entering pupils and by this means reduce the percentage of failures, I sent the following letter to the principals of high schools:

DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
500 Park Avenue

April 30, 1919.

To the Principals of High Schools:

In order to answer an inquiry of Superintendent Ettinger, will you kindly send us at your very earliest convenience an account of—

(a) Any experiment you are making or have recently made in attempting to enroll children in sections according to their ability:

(b) Efforts you have made to differentiate the work to meet the needs of the varying abilities of such sections:

(c) The specific means you take "to help out the pupil who stumbles, i. e., to discover the kink in the child's mind and iron it out by explanation."

This last item represents the most vital process in education. I fear we have never in our high schools seriously grappled with the problem. As Mr. S. A. Courtis so aptly expresses it, "Teachers do not really see their pupils—that is, they do not see the child's mind at work and do not know the precise difficulty which causes the failure." Will you not ask each chairman to make this item the subject of the next departmental conference, namely: "What are the precise difficulties which cause pupils to fail in each of the subjects or divisions of subjects, included in the work of the department?"

As a physician is expected to make an exact diagnosis of the conditions of the child in order to arrive at the cause of the abnormal condition before prescribing the remedy, should not each teacher make a diagnosis of the cause of the failure of a pupil who recites to him? Should not the teacher know exactly why the pupil fails in algebra? Such assigned reasons as poor preparations, want of application, want of gray matter, lack of interest, etc., are not the real reasons for the failure. Those are but generalizations. They do not indicate the real difficulty.

As the first step in a movement for the study of the reasons why pupils fail in the various high school subjects, will you kindly direct each teacher of a first term algebra class to hand in at the close of the term a library card for each pupil who fails, on which he shall report his diagnosis of the causes of failure and general statements as those quoted above, not being accepted. On this card should appear the name of the high school, the name of the teacher, the name of the pupil, the rating and the reason for the failure. After these cards have been tabu-

lated by the chairman, will you please send a copy of the tabulation and the cards to this office.

Teachers will find helpful suggestions in "The Teachers' Manual for Practice Tests in Arithmetic" by S. A. Courtis, Section III, or "Diagnosis and Remedy of Individual Defects."

Yours very truly,

JOHN L. TILDSLEY,
Associate Superintendent of Schools.

Several thousand cards were sent in with summaries prepared by the heads of departments. As I had expected, the cards were of little value. The teachers showed they did not know why pupils failed. The head of department in one of our largest schools nullified the inquiry by furnishing the teachers a mimeographed list of possible causes of failure, asking them to fill out cards in accordance with this outline of causes by checking from the list the probable cause, whereas I had expected each teacher to acquaint himself first with the pupils who were failing and then to study the papers of the pupil, his blackboard work, find out what errors he made and then seek the cause of these errors by means of observation and questioning of the pupil. On the cards submitted, I found practically no evidence of the application of such a process. The cards were based on preconceived notions of the teachers. It would have been most refreshing to find a single teacher who realized that poor teaching, failure to deal with the peculiar needs of the individual pupil, might have been the cause of failure. One of the most experienced heads of department in one of our largest high schools, expressed the following conception of the function of the teacher:

> "I consider it beyond the function of a teacher to determine (in general) why Henry or Mary cannot or does not remember what occurred or was said ten minutes ago or last week. I hold that the teacher is in a position similar to that of the general medical practitioner and not that of a specialist. If the teacher can preserve order, knows his subjects, arranges his work properly, presents his subject matter so as to be comprehensible to minds of ordinary capacity, he is performing his function. It may be that a pupil's academic failure is due to a brain lesion, to a defective optic nerve or to dementia precox, but it is the function of the specialist and not of the teacher to determine and to 'iron out the kink'."

This point of view whether held consciously or unconsciously by some of our teachers is the chief cause of the failure of those teachers to teach the children. The teacher of a subject such as algebra is not a "general practitioner" but is or should be a specialist. It should be his business to make a study of the failures of pupils and from knowledge of the various errors made by children he should be able to detect the probable cause of the failure of any given child to master a given operation. Until our teachers set themselves seriously to this task, they are but tyros, not really efficient teachers. I cannot condemn in too strong terms the attitude of this chairman of department.

One of the most vital experiments in seeking to reduce failures in high schools is that in supervised study carried on by Principal Paul of the DeWitt Clinton High School. May I offer a condensed report of the committee on supervised study of that school.

Report of the Work of the Supervised Study Committee DeWitt Clinton High School

May 2, 1920

Supervised Study in the DeWitt Clinton High School has, now that the tumult and the shouting of war-time has died, begun to show some of the results that were anticipated by Dr. Paul at the time of its introduction in September, 1917. It has been **saepe cadendo**; there has been no violent upheaval; no change in the accustomed order of things, other than a lengthening of the period to fifty minutes, with a bell signaling the beginning of the second twenty-five minutes. Yet frequent discussions, general and departmental, of the principles underlying "Supervised Study," added to the work of the committee of departmental representatives, have done much to bring about a recognition of the all-important fact that the boy and not the class is the unit requiring to be taught. In a school where this attitude prevails, a distinct advance has been made towards the solution of present day educational problems. That the DeWitt Clinton High School throughout its eventful educational history, has always striven to recognize the needs of the individual pupil is, I believe, undeniable. But through the use of Supervised

Study it has become possible and should become increasingly possible, to organize the methods whereby this recognition can be accomplished and the needs met.

In reporting on the work of the Committee on Supervised Study the chairman will consider each term separately. During the first term questionnaires were prepared by the departmental representatives, each representative dealing with his own subject. These questionnaires were intended to be helpfully suggestive of methods of employing the supervised study period, as well as to obtain information relating to the possibilities of its use. The answers were compiled by the department representatives, and used as the basis for departmental reports on the subject. These reports were in some cases discussed at department meetings; in all cases they furnished material for consideration by the department chairman and by the Supervised Study Committee.

Though all these tabulations are to some extent encouraging, the most significant from the chairman's point of view is the first term scholarship record. In the year preceding the introduction of Supervised Study the percentage of first term boys passing in four subjects was 48.6; in 1919 it was 62.9, and improvement of 12.3. It is generally admitted that the first term is the period that determines a high school entrant's attitude towards his school life; the deduction that Supervised Study has done much for the DeWitt Clinton High School boy is therefore not unwarranted.

A number of excerpts from the report of the sub-committee (Mr. Benjamin, chairman) on the adaptation of method to individual requirements, the chairman believes, are of especial interest and value. The first relates to work with dull boys:

"In two sections of first term pupils in English, most of whom are repeating their work, all but three have brought their work up to a passing standard, some with a grade of 80 at the mid-term. Aside from supplementary reading, no home work has been assigned to any boy in these sections."

Criticism is sometimes directed towards Supervised Study methods on the ground that they take into account the laggards but fail to consider the leaders. The following instances furnish proof that such failure need not be inevitable.

"Four classes of seniors in eight term English, aggregating 140 pupils, were during the past year and a half prepared under this method for their state examination. Of that number only one failed, many making excellent records. The study period in these classes was given the atmosphere of a literary workshop, each student with a piece of work to do under the instructor's personal supervision."

"In French, last September, the teacher reporting selected twelve bright boys in a second-term class to whom she assigned extra work for the study period. These boys succeeded in covering the next term's work, took a special examination at the end of the term, and passed with an average grade of 80 per cent. All have held their own in the advanced grade, as the present mid-term records prove."

The records of the representative of the sub-committee for the department of Biology present some significant items. This teacher finds the study periods especially useful as "make-up" periods for boys who have been absent. She makes a point of seating such boys beside the brighter pupils and enlisting the help of the latter. After three weeks absence a not paticularly capable boy was able to earn a grade of 70 for the mid-term, owing to this arrangement. Not only returned absentees but weak students are given brighter boys for their neighbors. An improvement of 20 per cent (from 40 to 60) was recorded in the case of one boy recently assigned a seatmate chosen for his excellence. Another point noted by the chairman during an interview with this teacher was the fact that while her average percentage of failure in the school to which she had formerly belonged was from 23 to 25 per cent, it had been for this mid-term between 18 and 19 per cent. She had reason to believe that the opportunity for supervision of study was largely accountable for the higher standard.

The experiment of conducting third year Spanish classes without assigning any home-work whatever, has—not unexpectedly—proved unsuccessful. The teacher reporting comments upon the inability to prevent the more conscientious students from continuing their preparation at home. The failure of so ambitious an experiment without previous preparation over

a period of time, it seems to the chairman, was inevitable. While certain types of science and possibly of English work may wisely be conducted without home preparation, foreign languages, in their grammatical aspect, need more drill than a classroom under present conditions can provide for. The Literature lesson in French or Spanish can, the chairman believes, be completed in the classroom; it might be well therefore to limit the experiment of conducting classes without home study to that part of the language work.

One other comment made by the teacher reporting upon the experiment just referred to may be noted before this paper reaches its conclusion, "The experiment can be conducted with success," writes the experimenter, "if teachers had four classes a day, and a maximum of twenty-five pupils in each class." It is in no way an unfavorable criticism upon Supervised Study methods to say that they require favorable conditions as to staffing and equipment of schools to produce their best results. The dearest of all educational systems is a cheap educational system; and Supervised Study is not to be regarded as cheap. At the beginning of this current term, however, the "eternal want of pence that vexes public men"—and public educationists most of all, affected the DeWitt Clinton High School to such an extent that the additional allowance of teachers furnished the school because of its longer teaching period was withdrawn and almost all teachers found their programs heavier and their classes larger. Nevertheless, there is, I think, no observer who will fail to note throughout the school, in spite of the teachers' added burdens, a high standard of teaching, and a conscientious effort on the part of teachers and pupils alike, to solve the problems of the classroom. That the "peaceful penetration" of the DeWitt Clinton High School by Supervised Study methods has in some measure contributed to the maintenance of this standard and the continuance of this effort is a point upon which the writer of this report has little doubt.

Respectfully submitted,

(Signed) MAUDE FRANK.

Success in Reducing Failure of the High School of Commerce

During the past two years the High School of Commerce has conducted a systematic campaign for the elimination of failure among first term pupils by means of the classification of pupils, the modification of methods and the creation of the will to succeed. The following figures show the result of the efforts and seem to prove that the determination of the principal to eliminate failure is the most important element in solving the problem.

1. In the Spring and Fall of 1917, subsequent to my taking charge of the High School of Commerce, I discussed with Mr. Israel Appell, who was in charge of the students' program in 46th Street annex, and with Mr. Hill, who was appointed as head of the annex in September, 1917, a plan for grading boys who entered from the elementary schools, upon the basis of their ability to do high school work. These discussions were continued both in private and later on in committee throughout the year 1917-1918. Plans were finally formulated and the new system of grading was put into operation in September, 1918.

2. The plan as it developed was formulated so that boys who entered the High School of Commerce were organized into classes of approximately forty, based upon neighborhood associations only. It was decided to disregard at the beginning the choice of language made by the boys in their applications, and to keep all of them in observation classes for a period of three weeks.

During this period of three weeks, the boys were to be subjected to observation and to tests covering their ability to do the regular high school work in English, Mathematics, and Commercial Branches. In addition, the boys were to be subjected to tests designed to determine whether it would be profitable for them to take up and carry forward the study of a foreign language, Spanish or French. During the period of observation, the work was so organized that the pupils were not conscious that the classroom work was designed to determine ultimately the grade into which they were to be put.

In English, the classroom procedure followed the regular daily routine, but numerous "Daily Tests" and Reviews of elementary school work were given. These "Daily Tests" and Reviews included tests designed to measure power in (a) oral composition, (b) letter writing, (c) reading, and (d) grammatical usage and punctuation. In the work in oral expression, the composition and reading of the boys was carefully watched to discover evidence of defective phonation.

In Mathematics, ten uniform tests, seventy problems in all, were scattered through the three weeks, covering (a) operations in the four fundamentals of arithmetic, (b) decimals, (c) business fractions, and (d) simple operations in percentage and interest.

In Commercial Branches, the tests were designed to discover the boys' understanding of the basic principles of mercantile accounts.

In Foreign Language, the observation period was used for two purposes: (a) to discover evidence of language ability or lack of language ability; (b) to assist boys who were to take a foreign language to make proper choice between Spanish and French. The tests for language ability covered: (a) review exercises to discover basic training in English vocabulary and English grammar; (b) aptitude tests, three in number (free association test, analogies, completion).

3. As a **result of our first experiment,** at the end of the three weeks period, on Septembr 30th, 1918, the entire first term was reorganized into twenty sections: thirteen language sections, seven no-language sections. Three classes, one hundred and ten boys, were put into rapid advancement classes to cover two terms of English in one. Two groups, sixty-two boys, suffering from defective phonation, were put into classes for special exercises and drills. Six classes were put into rapid advancement classes in Mathematics. These boys were allowed to omit the major part of their study of Commercial Arithmetic, and were given work so that they could do work in Commercial Algebra at the end of the first term.

4. Again in February, 1919, and at the beginning of the present term, September, 1919, the same plan was carried through with certain modifications based upon the results of our experience. Our method of handling the situation in English and in Mathematics has not been essentially changed. Our method of handling the situation in Foreign Language, we have modified each time. Even now we are not satisfied with our system for testing to determine the boys' fitness or unfitness to take modern language, but we are determined to carry the experiment further because we believe that our basic proposition is sound.

Instead of putting practically all of the boys who enter high school into foreign language work, **for the past three terms our beginners have been divided as follows:**

Between 65 and 70% are taking a foreign language.
Between 30 and 35% are taking work in General Science.

The boys and parents seem to be contented, and the teachers are firm in the belief that a division of this sort is decidedly worth while.

5. That the formation of the Rapid Advancement Groups was valid each term seems to be proved by a **comparison of records of these Rapid Advancement sections with the other sections in the first term.** In the term beginning September, 1918, we had eight Rapid Advancement sections. After the mid-term examinations, we made a comparative study of the standing of our twenty first term sections, and we found that our eight Rapid Advancement sections held the following ranks: 1, 2, 3, 4, 5, 6, 13, 16.

In February, 1919, we again had eight Rapid Advancement sections, and they held the following places: 1, 2, 3, 4, 7, 9, 12, 13.

This term, owing to the opening of the 89th street annex, we abandoned partially the scheme of grading our first term pupils. The ten sections in 89th street were not organized upon a basis of any other test than the ability in foreign language.

The ten sections in 46th street were organized under the old scheme. In that annex we had four Rapid Advancement sections out of ten. After the mid-term examinations, these four Rapid Advancement classes held the following ranks: 1, 2, 3, 4.

If additional evidence were necessary to prove that the scheme has been working for the benefit of the boy and the city, the following statistics might be submitted as proof:

MID-TERM RESULTS (Daily and Examination Marks)

Term Ending	Register No. of Boys Passing All Subjects		Percent Passing
January, 1918	961	268	27
June, 1918	1095	299	27
January, 1919	1062	436	41
June, 1919	1092	454	41
January, 1920	949	469	49—46 st.
January, 1920	411	167	41—89 st.

In studying this table, it is to be remembered that the first two terms noted were terms before our method of grading first term pupils was in operation. The last three terms are terms during which the method has been in use.

(Signed) ARTHUR M. WOLFSON, Principal.

The following summary of experiments with intelligence tests as a basis for the classification of pupils has been prepared by Director Wilkins.

Failure of First-Term Pupils Intelligence and Prognosis Tests

The past year considerable attention has been given in this Division to the very important matter of intelligence prognosis. High school principals were requested, during the school year of 1918-1919, to have their several heads of departments make a careful study of the causes of failure in first-term classes, and to make suggestions for the reduction in the number of failures

in the work of this class of pupils. In the following paragraphs will be found brief mention of studies made and of suggestions offered.

But the outstanding feature in such analyses as have been made, and in the attitude of principals and teachers is the realization of the need of scientific investigation of the abilities of these young students. Only by the measurement of ability can classification of students be properly effected. Scientific classification is the first step towards the fitting of the work of the curriculum to the abilities and needs of students. Once such a classification is made, we can hope to reduce in a marked degree, the "mortality" in first and second-term classes and hence, indirectly, in the latter terms of the course.

Dr. J. Carleton Bell, of the Brooklyn Training School for Teachers has expressed well the purpose of standard tests, in these words:

"More important than class diagnosis is the determination of the abilities and deficiencies of individual pupils. Here the use of standard tests serves as a guide to that individualization of instruction which is so devoutly to be wished but so seldom attained. Just as the physician by the means of clinical tests diagnoses the ailment of his patient and plans his treatment accordingly, so the teacher should diagnose her pupils and plan her school work according to their needs. When such individual diagnosis and treatment is systematically carried out in our schools the efficiency of instruction will be increased by from fifty to one hundred per cent, and the strain on the teacher will be reduced by half."

On January 5th, 1920, I sent the following circular letter to high school principals:

"You have doubtless been making a study in your school during the past term of the causes of failure among first term pupils. Some of you have given intelligence and predetermination tests to these pupils.

From these studies and tests I hope you have arrived at some tentative conclusions that may prove of value to all our high schools.

I desire to have this information in shape to present to all principals and teachers at the earliest possible moment so that we may profit thereby in the coming term. Probably the best way to put this before them would be to publish these observations and conclusions in the February **Bulletin of High Points.**

Will you not, therefore, send me, for this purpose, what material you may have on hand, mailing it so as to reach me on or before January 23?"

Considerable material was submitted in response to this request. Much of it has been printed in the **Bulletin of High Points in the Work of the High Schools of New York City** issued by this Division. "The Evolution of Tests and Measurements for Our First-Term Pupils," a symposium of articles by several principals, appeared in the February number; "A Test of High School Entrants in the Fundamentals of Arithmetic," a study made by Mr. Alfred Duschatko, of the High School of Commerce, was printed in the issue for March; and "A Report on First-Term Classes Graded by Otis Intelligence Tests," by Principal Horace M. Snyder, of the Manual Training High School," and "The Otis Intelligence Test," by Miss Alice S. Butler, of the Theodore Roosevelt High School, appeared in the April number.

The New York Society for the Experimental Study of Education has given much attention the past year to the study of abilities of high school students and to their classification according to records made in predetermination tests. The February meeting and Bulletin of this Society were devoted to modern language problems, and those for May were given over to the consideration of high school classification by intelligence tests.

In short, serious effort is being made in several directions and by different organizations and individuals to arrive at a practicable adaptation and use of tests for our students. The Otis Tests, the Courtis tests, those of Professor Briggs, and, in modern languages, those devised by Mr. Wilkins, are some of those that have been tried out in various schools. Improvement in the mode of application of these tests, in the details of some of the tests themselves, and, especially, in interpretation of the results obtained is being sought.

The mass of detail submitted by the principals is so great that it would make a book. I therefore submit a portion of the report of Dr. Paul of DeWitt Clinton High School as typical:

"With the purpose of finding a means of grading pupils according to their mental abilities, the Otis General Intelligence Test A was administered on September 9, 1919, to students entering the DeWitt Clinton High School. Eight hundred and sixty-five pupils, all of whom had completed the elementary school course in public, private or parochial schools were examined. A large majority had been graduated from the New York City public schools in June, 1919. The entering class was divided into three main groups, the grouping being determined by the pupil's choice of a foreign language: 1st, Latin; 2nd, French; 3rd, Spanish. The Latin and French groups were assigned to the 87th Street Annex, and the Spanish group to the 52nd Street Annex. The tests were taken in the annexes. Formerly, first term classes were formed into sections upon the basis of records made in the elementary schools, but these groupings were unsatisfactory, first, because an appreciable percentage of students enter from outside the public school system and secondly, because the records upon the estimate blanks of the public school graduate do not reveal qualitative differences to the degree necessary to guide the supervisor in his task of separating scholars. Schools, again, vary greatly in their standards. The following distribution was found among two hundred and fifty-one records of the scholarship of boys selecting Spanish:

A A	A B–	B– A	B– B–	B– B	B B–	B B	Total
20	6	1	54	14	6	150	251

Thus 60 per cent of the pupils entering one annex from the public schools were graded B B. If a principal endeavored to form his section upon records like the above, the slight variation between A B– and B– A, and between B– B and B B–, and the presence of 150 B B pupils among whom, on the records no differences exist, he would be confronted with a situation similar to what the military strategists call an impasse.

"Not only was it our purpose to test a method of classification, we had the further aims, to discover the specific elements of strength and weakness in our pupils, to find if we could not derive

from our experience worthwhile deductions for school management and class-room method, deductions that would point out improved practices in our handling of the sub-average boy. General intelligence results had been used to determine efficiency standards in the army, educational experts had spoken in praise of them, hence our attitude toward the general intelligence test was one of open-minded inquisitiveness.

"The 'Otis General Test A' is contained in a booklet upon which the examinee answers his questions. There are ten divisions to the test of which the following table is a compact analysis:

1. Following directions imposed by questions about the alphabet. Example. Write the letter which is the third letter to the right of the letter which is midway between K and O. 20 questions; time limit five minutes.

2. Finding opposites. Example. Genuine or (coarse, counterfeit, adulterated, worthless, impure). Pupil to underline the word of opposite meaning. 25 questions; time limit 1½ minutes.

3. Disarranged sentences to be re-arranged, truth or falsity of new sentence asserted. Example. Float iron water on will. 25 questions; time limit 1½ minutes.

4. Proverbs stated, and restated in different phrases, the work of the examinee being to find similar truth stated in different language.

Examples:

In a calm sea every man is a pilot.
Rats desert sinking ships.
False friends flee from us in disaster.
Leadership is easy when all goes well.
20 questions; time limit 6 minutes.

5. Arithmetic examples of a simple nature, most of which can be solved mentally. 20 questions; time limit 6 minutes.

6. Geometric Figures. A triangle, circle and square being superimposed. Questions relating to relative positions of numbers and figures are asked. 20 questions; time limit 6 minutes.

7. Analogies. Example. Hat; head— thimble; (finger, needle, thread, handsewing.) Examinee to underline correct word. 25 questions; time limit 3 minutes.

8. Similarities. Example. Red, white, green—— (rose, paper, gross, soft, blue). Pupil must underscore word in classification similar to first three. 20 questions; time limit 4 minutes.

9. Narrative Completion. Pupil in this test must fill in blanks that break the continuity of the story. 25 questions; time limit 6 minutes.

10. Memory. The memory test requires the examiner to read a story, to the reading of which the pupils listen. When the story has been read, the scholars must answer questions based upon the narration. Number of questions 30; time limit 3 minutes.

"There is a total of 230 questions, each question counting one point.

"In the 52nd Street Annex, the examination was conducted in one large room by an examiner-in-chief assisted by proctors assigned in the ratio of one to every thirty students. Two teachers had no duty other than to time the tests. In the 87th Street Annex, absence of a general auditorium and the presence of a large number of students made impossible having one examination. Each teacher, therefore, conducted the examination in his or her official class. Conferences, designed to make uniform procedure, were held prior to the giving of the test. In both annexes sedulous care was taken to obey the printed instructions contained in the booklet of information issued by the authors. In rating the competitors' books, one teacher was assigned to mark one question for the whole group. Sections were formed upon the actual score made upon tests, not upon the intelligence quotient.

"In order to aid the study of correlation between the Otis test results and those attained in high school rating the following card was devised by Mr. Harry Penhollow:

..... to ..... From P. S..... Rating.....
Sec. No. Sec. No.
Name..... ....
Residence .....

Date of Birth..... ....
(year) (month) (day)

SCHOOL RECORD

Subject	1st mo.	2d mo.	Daily	Exam.	4th m.	Final
English	90	95				
Language	60	60				
Math.	75	85				
Science	80	80				
Drawing						
Civics						
Absent					Total	

OTIS TEST

1—100
2—100
3— 80
4— 70
5— 60
6— 40
7— 70
8—
9—
10—
——

The details of the formation of groups and the correlation of term and examination ratings are too voluminous to insert in

this report. They have already been printed in the **Bulletin of High Points.** Allow me to cite the following conclusions of Principal Paul, based on the experience of one term's grouping based on the Otis tests.

He states that the outstanding result of our experience is that the General Intelligence Examination provides a very reliable method of grouping according to pupils' mental ability.

"Some pupils in Group 1 fail, while some in Group IV succeed in passing all their subjects. The leaders in the general intelligence scores have been among the school leaders but not during any month has the first, second or third student of either of our Spanish Groups ranked 1, 2, 3, in our school record. Other factors, personality of official teacher, absence, amount of sleep, presence of congenial home conditions for study enter as variants to negative certain prophecy of success or failure. Every pupil has at least a 'sporting chance.' Proof that the teacher, who looks upon the low group as hopeless, fails to realize an opportunity to raise boys and girls up and show them how to go, is submitted by presentation of a few individual cases deviating from normal.

"Case A: Large negro boy age 17 entered from Panama (Central America), worked for one year previous to entering school. He scored 99 (very low) in G. I. Test, but passed every subject with a rating above 80. Pupil stated that strangeness of new surrounding militated against success in the Otis test. Pupil's high mark in Spanish may be attributed to residence in Panama.

"Case B: Pupil's age 15. G. I. course 95 (low). Passed all subjects—average 70. Boy highly nervous and timid. Parents speak only foreign language at home. Pupil was very faithful in performance of home work. Explanation of deviation lies no doubt in pupil's timidity and in severity of time limits of test.

"Case C: Pupil's age 15. G. I. score 95. Passed all subjects, average 68%. Boy was very industrious, conspicuously loyal to school, very good in conduct, anxious to advance. Of poor mental endowment, he succeeded through hard work.

"Case D: Pupil's age 14. G. I. score 126 (slightly above median, fell low in second group) yet he was among 10 leaders every month in school rating. Pupil testified that he does not as a rule have to study hard to get along in school. In his own phrase he was not "right" on day of examination.

"Case E: Pupil's age 14. G. I. score 166 (very high). His record of scholarship, however, was mediocre, failed mathematics, averages of all subjects 64%. Pupil was careless, indifferent, was reported for disorder several times during the term.

"Case F: Pupil's age 14. G. I. score 165 (very high). Scholarship record poor, failed two major subjects. Very weak in mathematics, although he scored high in mathematic units on test. Pupil tries hard and is studious. No explanation of deviation can be offered at present. It is expected that further study of the case will throw light upon the problem.

"Case G: Pupil's age 14. G. I. test 149 (high group I). Scholarship record poor (30%) in Spanish, (50 in Biology—average 55%). Pupil was lazy, "sporty" had many outside interests. Influence of parents upon the boy is very weak.

"In addition to the pre-eminent effect of providing means for isolating groups, very positive lessons affecting school management and class room method can be learned from our experience with the General Intelligence Test. Under school management we conclude.

"1. That pupils of the lowest groups, save a few exceptions, cannot follow the regular course or pass examinations designed to test pupils for promotion. Provision should be made to have the sub average division cover two terms in one and one-half years.

"2. Conversely, courses of study, teacher plans, etc., should be enriched to enable the brightest pupils to gain the maximum of intellectual, volitional and emotional training from their high school course. It is far from the intention of this conclusion to encourage haste to get through secondary education, to have the student, for instance, make three terms in one year. Rather it is the purpose to broaden pupils under enriched treatment of subject matter.

"3. So great is the usual disparity between the capacity of a 180 and 100 G. I. pupil that assurance is born of the ability of the former to complete the entire secondary course in three years. Whether the procedure indicated under 2 is recommended by school authority or permission to "double" and "skip" granted, should be determined by such factors as age of the pupil, economic condition, physical condition and plans for future.

"4. That the lowest groups would benefit greatly by a course in the fundamentals of arithmetic, English and Civics is our firm conviction. This course should be of 5 periods. In order to make room for it one subject, preferably the foreign language, should be dropped. Inasmuch as the aim of the course should not alone be the acquisition of fundamental bodies of knowledge but should also be to inculcate useful habits of thought and method, it should be taught by one strong teacher who is thus given time enough to study the peculiarities of his pupils and to teach them useful subject matter. Confidence in the efficacy of such a course arises from the fact that many students fail in both general intelligence score and in school work because of poor preparation. Marked discrepancies in the abilities of scholars appear although all of them possess diplomas of graduation from elementary schools. Pupils who hear only a foreign language spoken at home would also be helped materially.

"5. Promotion and demotion between groups is recommended after close examination into each case. A monthly report card is an indispensable aid to guide decision. Not too much reliance can be placed upon the first month's marks, for neither can the teacher have obtained a true estimate of his pupil's abilities nor the student have familiarized himself with new environment, within the passing of one month. A far safer guide to intersection promotion is the second report. Yet, even then, careful following up of cases must be instituted, else pupils will be placed in a grade whose rate of progress is beyond their speed. We promoted five boys from Class 1–5 to 1–1 with not altogether happy results; the promoted ones found the new class too difficult, and at least three of them would have done better if left alone.

"6. Studies should be made to determine individual strength and weakness. Such studies divide into two classes whose purpose is first to disclose cause of failure arising from the emotional and volitional characteristics required by the subject. Cursory examination of the eccentric cases cited above reveals two major groups, the brilliant non-industrious boy, who fails through moral laxity; and the hard working dull boy who succeeds through faithful performance of duty. The second purpose of such study as is here recommended is to discover cause of failure due to intellectual weakness. Parts of the General Intelligence test require mathematical ability, other parts knowledge of English. Judgment and memory are tested. Most pupils' books will disclose idiosyncrasies to the patient investigator, enlightening him regarding the pupil's shortcomings and pointing to remedial treatment.

"7. Continual experiments with a uniform scale with compilation of correlative standing in school subjects should provide an objective norm to guide the rating of students. It may be found, after many comparisons that a group within the limits of 180– 150– G. I. scores should pass 95% of its Spanish I students. Upon our slender experience no specific norms are predicated. Nor do we desire ever to recommend absolute norms. A scale, however, would be useful as a general guide and would do much to stabilize variations that arose from uncontrolled individual marking.

"Thorough physical examination of the sub-average group is a necessity so obvious to need no further comment.

"Despite the values indicated in the foregoing analysis, the General Intelligence test as a procedure functioning in the isolation of groups and as a controller of the managerial policy of the school will have little in its influence unless the class room teacher is hospitable to the new duties its acceptance creates. New plans, special attacks for special groups, a multiplication of new tasks devolves upon the teacher. Although the majority of the instructors in the DeWitt Clinton High School Annexes, favored using the general intelligence tests to separate groups, a minority was opposed. There is strength in the arguments of the opposition. They state that there is, despite the most

skillful teaching, a lack of enthusiasm, of motive, of definite aim in the lowest groups. Models of high class pupil performance are absent. A dull, dead level of inferiority it is claimed hangs like a pall over these sections. Incompetence seems to be contagious. With a course of study beyond the capacity of the low groups, this is undoubtedly true, but if lessons were better adapted to the capabilities of the learner, motive, aim, purpose would be generated from confidence and power. If the lowest thirty boys were distributed among five sections, the six in each new room would find themselves hopelessly outclassed. A 71 G. I. boy may be fascinated by the recitation of a 189 G. I. boy, but it is a violation of all we know of the law of apperception in teaching to expect the 71 pupil to approximate the quality of work produced by the 189 scholar. Too frequently in ungraded classes, lessons depend so exclusively upon the recitation of six or seven conspicuous pupils that the sub-average boy never gets a chance to exercise his self-activity, poor and weak as its expression may be. The low boy is a spectator, not a performer. Furthermore, perusal of former tabulations of both general intelligence and school records discloses diversities within each group of degree sufficient to permit the best pupils in the single sections to produce models of recitation which evoke not only the admiration but the emulation of his less fortunately endowed schoolmate.

"Opposition urges further that the impossibility of instituting emulative competition between different classes of the first grade in high school is a serious charge against organizing schools into groups. Many teachers have stimulated their classes into improved energy by posting class averages, by holding matches between classes, and by various other competitive devices. While contests of this sort do not appeal to the highest ideal of learning, sane pedagogy, since teaching deals with distinctly human material, pays tribute to these harmless adventitious aids to education. The lowest groups are doomed automatically to last place in these contests for it follows, pari passu, that the inferior worker cannot equal the quality of work of his superior. The charge is not without weight, yet, if, as we think, superior methodology and management result from division into groups there is a counterbalance to the loss from competition. Again,

there can be no objection to matching the highest two of different groups or the lowest two. In assembly recitations, the lowest groups need not be prevented from putting on a class play or a class song. In athletic tournaments very frequently winners will be found among the sub-average sections and their athletic victories in these days of elevation of physical prowess, will count with the student body as weightily as intellectual distinction.

"Specific criticisms against the Otis test were levelled by some teachers. The time limits are so oppressive in some of the divisions that they handicap the calm cool worker who reflects Burrough's phrase

> I stay my haste, I make delays
> For what avails this eager pace.

and favor the rapid, easy, fluent, producer. There is no difference in rating in nine out of ten divisions between a pupil who scores for example 12 out of 12 correct and one who scores 12 out of 15.

"Elements of bad grading are noticeable in the test, the geometry division is far more difficult than the others. Proof of this is derived not only from study of grades made by the pupils but also from testimony of teachers who took the test. Adverse testimony was outweighed by favorable report.

"Under class room method the following considerations are submitted. Close study by teachers of the sub-average group does not reveal any particular mental deficiency. That is, pupils are not noticeably weak in apperceptive, retentive or ratiocinative powers but intellectual mediocrity is general. Specific constructive recommendations, derived from class room experience are, however, advanced for teaching the lowest groups.

"1. Teaching should be largely objective. Drawings to illustrate mathematical abstractions. Specimens, experiments, excursions, handling of material are necessary to vitalize biological and scientific law.

"2. Abstract power can be cultivated only after painstaking effort along the line of development from the simple to the complex. Simple power questions should be answered first and upon them more difficult questions and tasks built.

"3. The tempo of the lesson must be slow. In a superlative degree, Jacotots' maxim that "Repetition is the mother of studies" applies to the sub-average group. The art of the teacher consists in disguising repetitions so that in Strayer's phrase her "Review is a new view."

"4. Study of the individual is imperative. Quiet, confidential conference between pupil and teacher is a very effective practice.

"5. The supervised study period offers a very efficacious means of reaching the individual pupil.

"There is nothing exceptional in the foregoing recommendations either of method or management. The necessity of good management and method with the sub-calibre group is supreme and compelling. The General Intelligence test does not provide an educational philosopher's stone that will transmute the dross of ignorance into the gold of learning, but as a directive informing procedure, it is worthy of continued experiment. All of our conclusions are tentative. We await results of close following up through several terms before venturing final decision upon the worth and practicality of continuing the test."

Dr. Paul's further conclusions are stated thus:

"In referring to you the report of our experiment in the Otis General Intelligence Test during the past year, I beg to call your attention to the following matters in connection with our experience with this particular report:

"1. Our teachers find that by using the Otis Tests they arrive at greater accuracy in grouping pupils according to ability than was the case when they depended upon the records of pupils successes in elementary schools.

"2. I wish especially to call your attention to the card outlined. It serves the exceedingly practical purpose of enabling us to establish relations between the Otis test and the school records, both in elementary and in high schools.

"3. I wish especially to call your attention to the discussion concerning the experience we have had in using the Otis Tests to group pupils according to language ability.

"4. I urge attentive study of the interesting individual cases. These cases bring out clearly, it seems to me: (a) the influences of environment; (b) the effects of physical and mental conditions upon the pupil taking the test; (c) the way in which the tests can be used to determine the quality of the work a boy is doing and whether or not he is achieving results of which he is capable. I have in mind the light these cases throw upon the industrious boy low in the G. I. test, but high in school rating, and the careless lazy boy, high in the G. I. test but low in school rating.

"5. I wish to lay special stress upon the suggestions for class management and methods of teaching that come out strongly as a result of our experience with the Otis Tests: (a) the necessity for providing a slow case of progress for some pupils and a more intensive treatment of subject matter for others; (b) a new emphasis on the technique on individual instruction; (c) the desirability of elasticity of transfer of pupils from group to group; (d) the necessity of care in following up pupils who receive special promotions; (e) the need for 'make up' courses in the fundamentals of English and Arithmetic for our slowest group; (f) the advisability of thorough physical examination of pupils who rate low in the G. I. tests; these examinations should be given not only for the purpose of determining physical defects that may account for their detardation mentally, but also for the purpose of securing measures for the improvement of such conditions; to be of any value such physical examinations and such steps for improvement should occur at the beginning of the term.

"6. I wish to call especial attention to the fact that our experience with the Otis Tests has yielded us direct evidence that pupils are encouraged to do better work when through groups based on these tests they are placed in competition with other pupils of approximately equal attainments. We have found that when the range of ability in a class is narrow, progress for the class and for the individual is more marked than when the class is made up of abilities ranging over a greater area. We have very interesting graphs drawn to illustrate this evidence as a result of experience in one of our annexes. While

these graphs do not permit of ready duplication, and you may not be able to avail yourself to them for your report, I shall be pleased to see that you receive them should you evince a desire to have them sent to you."

Principal Janes reports his conclusions which are at variance with those of Principal Paul, as follows:

"In my opinion the division of a first term class on the basis of results in Intelligence Tests is not grounded upon sound principles. Boys just entering high school find difficulty in adjusting themselves to new surroundings and requirements, and therefore may well postpone every attempt to save time until they have become accustomed to the high school environment. It is easy enough to speed up when they have thus established themselves and have shown by experience an ability to take and assimilate more than their fellows. This can be accomplished by doubling, by summer work, by anticipation, by carrying more than the normal load—all under proper restrictions. In these ways, as a matter of fact, twenty-eight per cent of Boys High School pupils graduate in less than four years. The Intelligence Tests may serve well a valuable purpose if used to discover the bent of the child's mind, to aid in deciding what course he should pursue, but for speed purposes, it is not only valueless but positively harmful. If it is wise to allow any boys to advance rapidly, let the opportunity be restricted to those who have shown proper ability by actual classroom test. However, I feel by no means sure that even the strong boy thus discovered gains as much in the long run by speeding as he would if he took more time for assimilation, contemplation and reflection. The city boy has so many impressions made upon his mind, experiences so many thrills, lives so fast a life mentally, has so little time or opportunity for reflection that he tends to become shallow and superficial, to be satisfied with a surface knowledge, to lack sincerity. Rapid advancement aids in this unfortunate tendency, and should be encouraged only when circumstances make no other course feasible."

It should be said in reply to Principal Janes that rapid advancement of pupils is not the purpose of classification of pupils based on Intelligence Tests but rather the formation of homo-

geneous groups, each group to be subjected to different methods of teaching, each to have its own pace and rate of progress through the school so far as is possible under our conditions. Although the opinions of principals differ, I believe that every principal should aim to arrive at some system of classifying first term pupils on the basis of ability to do work and adjust conditions to fit each group.

Prognosis Tests in Modern Languages

It has been the conviction of many of us who have made a close study of modern language work that the City is wasting a large amount of money and allowing many pupils to waste their time and develop a demoralizing habit of failure by permitting boys and girls to study foreign languages who are unfit for such study. An attempt has been made in certain high schools this past year to sift out such pupils by means of tests devised by Professor Briggs of Teachers' College. Mr. Wilkins, Director of Modern Languages, is also at work devising tests for modern language ability. We have every reason to believe that within the year we shall have at our disposal tests for modern language ability which shall make it possible for us to eliminate at the start those pupils who are clearly unfitted for the acquisition of a foreign language. Such pupils can be directed to subjects which they can pursue with profit and thus be saved from failure and the teachers of modern languages may direct their efforts to those pupils who are fitted for this work and so cause those pupils to progress much more rapidly than has been possible when the teacher must spend his best energies in trying to save from failure the few unfit.

This subject has been fully discussed in the report of Mr. Lawrence A. Wilkins, Director of Modern Languages in High Schools, which accompanies this report. For the character of the tests, the results and conclusions to be drawn, I refer you to that report.

For some four years, most of the subjects in the high schools have been elective. This has made it possible for each pupil to choose the work best suited to his ability and best adapted to train him for the particular calling he is preparing himself to

follow. Yet habit, and the need of meeting college entrance requirements are still causing many pupils to elect subjects for whose study they are unfitted.

I would recommend that every principal make a study of the various predetermination tests which have been devised, or else ask one of his teachers to make such study and then apply such tests as have been shown to be valid as an aid to the proper classification of his pupils and their enrollment in the various subjects of study.

Adaptation of Curriculum to Vocational Needs

Serious efforts have been made this past year to enrich the course of study in our high schools and to adapt them to the specific vocational needs of the pupils. The Julia Richman High School has made its subjects largely elective on a group basis so that no girl shall be compelled to take all of the so-called commercial subjects but may choose her subjects so as to prepare herself for accountancy, for secretarial work or for salesmanship, concentrating on the subjects which contribute to the best preparation for each of these lines of work, but at the same time being compelled to secure a good general training and especially a training in citizenship through the compulsory study of English, American History, Civics and Economics. Realizing that many students who enter our high schools will not remain for the entire course and that this is especially true of those pupils who chose the commercial course, beginning February last, we established a one year unit course for commercial students which had been recommended by a committee of commercial teachers. This course includes typewriting and accounts in the first term and omits modern language. It aims to give the boy or girl who can study in the high schools but a year or a term a training which shall immediately and directly function in the job he takes on leaving school.

Another committee of teachers is at work on similar unit courses for the second and third years of the commercial course which shall differentiate the training along the lines of the course of study adopted by the Julia Richman High School.

Manual Training High School added last year a technical course for boys which gives a general training along technical lines in the first two years and then allows the student to concentrate the majority of his work in certain distinct fields as industrial chemistry, shop practice and management and surveying.

This course will not only prepare a boy for schools of engineering of all kinds but will fit him upon graduation for entrance, without further study upon such occupations as building, surveying, electrical installation, etc. Hitherto we have lagged behind other cities of the country in that we have not had a strictly technical school of high school grade for boys. The adoption of this new course fills a long felt want and will not only make possible a better preparation for our boys for engineering but also furnish an increasing number of young men so sorely needed in our industries to prepare for the positions of foremen and managers. This new course calls for at least ten hours a week of shop work throughout the course. Manual Training High School has not sufficient shops to carry this course after this year. Your Board has asked for an appropriation of $400,000 for an addition to the Manual Training High School in order to supply the shops needed. Unless this appropriation can be secured and the necessary shops erected, the course cannot be continued as planned and our schools will not be discharging their duty to the industries of this city of furnishing them with a constantly increasing supply of technically trained young men who are so greatly needed. I would therefore recommend that your Board impress upon the Board of Estimate the urgent need of this appropriation.

If this appropriation cannot be obtained I strongly urge that space be acquired in a loft building in which to house the first year of the technical course. Some 30,000 feet of space has been offered at a price of $.70 per foot. The cost of equipping these floors would be about $60,000. Without the provision of at least this additional accommodation the new technical course must soon be abandoned. I therefore urge that the Board of Education should ask the Board of Estimate to supply the necessary funds for this purpose.

Elementary General Science

In the belief that most boys and girls are desirous of understanding the workings of the every day phenomena which are all about them, we have introduced this past year in our high schools a course in elementary general science. A committee of teachers, with Mr. Edgar A. Bedford as chairman, has drawn up a tentative syllabus which is being tried out in several of the high schools as a first year elective subject.

Red Cross Home Nursing Course

During the term beginning February 1, 1919, through the generosity of the New York County Chapter, the Brooklyn Chapter, and the Queens County Chapter of the American Red Cross, most valuable courses in home nursing have been offered in some of the girls high schools. The nurses, all of them women, of the highest training and broad experience in nursing, have been selected and paid by the Chapters mentioned. The equipment was to have been supplied by our Board of Education, but due to delays in the Department of Supplies in some cases the needed supplies were not furnished in time for the work so the Red Cross Chapters loaned equipment in addition to furnishing the nurses.

The nurses recommended by the Red Cross were given substitute licenses by the Superintendent of Schools. The work in nursing, one and one-half hours per week, was given as a substitute for the hygiene work for one period of physical training for the girls taking the course, so no additional burden was laid upon the girls. The entire time of one nurse each was given in Morris, Wadleigh, Washington Irving, Julia Richman, Girls, Bay Ridge, Manual Training and Erasmus Hall High Schools. One nurse divided her time between the high schools in Queens. The number of girls taking the course was as follows:

Morris	60	Nurse, Edith Read
Wadleigh	200	Nurse, Mrs. Trotter
Julia Richman	340	No nurse
Washington Irving	100	Miss McArthur, Nurse
Bay Ridge	150	Miss Bessie Donaldson
Queens	10	Mrs. Wilson

The following outline of work as given by Mrs. Wilson in the Queens schools is typical:

"The course is practically the same as that given to probationers in the hospital training schools, although naturally the practice of daily ward duty in following up the demonstrations is lacking."

The outline of the work given by Mrs. Wilson, Nursing Supervisor of the Queens County Chapter of the American Red Cross, to the pupils of Jamaica High School, is as follows:

1st: A simple lesson on germs, their divisions, growth and the causes of spread of disease.

2nd: Health and home hygiene. Lighting, cleanliness, care of garbage, icebox and kitchen and personal cleanliness, care of the mouth and teeth and prevention of insects, pasteurizing milk.

3rd: Babies and young children and their care. Feeding and bathing, with demonstration.

4th: Indication of sickness, subjective and objective symptoms, temperature, pulse and respiration. Excretions of the body, results of constipation, causes and spread of tuberculosis.

5th: Equipment and care of the sickroom. Ventilation, heating and lighting and how to clean the room. Rules for the attendant.

6th: Beds and bedmaking. To make an unoccupied bed, to change the bed linen with the patient in bed, to change pillows, lift a patient from one bed to another.

7th: Bath and bathing. Why bathing is necessary. Cleansing baths. Bed baths, mustard foot baths. Care of fever patient's mouth, care of the hair.

8th: Appliances and methods for the sick room. Causes and care of bed sores. Setting a patient up in bed, with pillows and back rest. Sitting up in armchair, use and care of bed pan. Morning and evening routine of the sick room.

9th: A simple chapter on dietetics. Feeding the sick, sick room diets. Serving food for the sick, and how to feed a helpless patient.

10th: Medicines and other remedies. Action of drugs. Amateur dosing. Patent remedies. Precautions in giving medicines. Enemas. Simple soapsuds enema; sprays and gurgles. Inhalation. The household medicine cupboard.

11th: Hot and cold applications. Inflamation. Applying dry and moist heat. Filling a hot water bag and an ice cap. Making flaxseed and mustard poultices. Counter-irritants.

12th: Care of patients with communicable diseases. The incubation period. Children's diseases. Care of nose, throat and bowel discharges. Care of hands, linen and cleaning sickroom. Disinfection.

13th: Common ailments and emergencies. Fainting, convulsions, sunstroke. Insect bites and stings, ivy poisoning. Treatment of slight wounds. Sprains, bruises and burns.

14th: Special points in care of children. Convalescence, chronics, and the aged. Physical defects helped or curable in childhood, such as defective teeth, eyesight and hearing. Bowlegs and curvature. Enlarged tonsils and adenoids.

The pupils are tested both by actual practice and by set examinations on the above outlines of work.

Letters from the principals of the schools are in every case most commendatory of the instruction given. The girls feel that the course in home nursing is one of the most valuable they have had in the high school. It had been expected that the Board of Education would be able to take over the work beginning September next, but lack of funds has prevented. At my urgent request, the New York County Chapter and the Kings County Chapter have agreed to supply nurses for the remainder of the year for the high schools in The Bronx, Manhattan and Brooklyn. I trust the Queens County Chapter will be equally generous. The high school girls are deeply indebted to Miss Fredericka Farley, of the New York County Chapter, Mrs. Thomas R. French, of the Brooklyn Chapter, and Mrs. Wilson, of the Queens Chapter, who conceived the idea and induced the Red Cross to furnish the funds for this experiment.

Allow me to recommend that provision be made in the next year's budget for providing a nurse for each of the girls' high schools; this nurse to give a course of one and one-half hours per week to selected girls above sixteen years of age, the nursing work to take the place of the required hygiene and one physical training period, one-fifth unit credit to be given for the course. The introduction of the course on this basis has not burdened the girls or displaced other studies.

Training for Citizenship

Undoubtedly the most significant new feature of the work in the high schools this past year was the consistent effort through-

out the year for direct intensive training for citizenship. The patriotic services of the pupils and teachers which were under the immediate direction of Superintendent O'Shea have been recounted in his report. We believe that the Red Cross work, the Thrift Stamp and Liberty Loan Drives, the contributions for the orphans of Belgium and France have been of inestimable value in widening the vision, kindling the emotions, and developing a sense of responsibility and a spirit of helpfulness in our high school boys and girls. Through these services rendered, they are being made better men and women and so better citizens.

But we have felt that in addition to all these influences which make for better manhood and womanhood our boys and girls need a clearer understanding of the great world movements which have produced the conditions which surround us and which are making the conditions of tomorrow. With the opening of the school year the Great War was the all-important matter for every one of us. At the suggestion of Superintendent Ettinger, a committee of teachers, under the direction of Superintendent Roberts, had prepared a syllabus on the World War for use in the high schools of the City of New York, and throughout the year this was systematically taught to every pupil in the high schools to the end that every pupil should understand how this great struggle arose, its significance for us in America, how we came to take part in it, and the duty incumbent upon as Americans to support with all our power our government in this most righteous war.

The war has forced us to recognize the presence among us of elements whose attitude toward government is one of distinct opposition if not hostility, who look upon government, not as a cooperating, but a restraining agency. These people for the most part come from countries where government has been an agency of oppression, rather than of uplifting. In order to make sure that this element should not in future be recruited from the ranks of our high school students, we established this past year an elective course in government which became by action of your Board in September, 1919, a required course of two periods per week for the first year of all courses in high schools. A committee of five school teachers prepared a syllabus for this course

which is generally regarded as the best syllabus of the kind yet produced. The purpose of this course is to cause the pupil to realize that from his rising in the morning till he goes to bed at night, and even during the night, his happiness, his very existence is possible only because agencies of the government of New York City, of New York State, and of the United States are ceaselessly at work furnishing him with pure water, ensuring him pure food, healthful conditions of living, protecting his life and property, and furnishing him opportunities for education and enjoyment. Beginning with the boy in his home, in the street, in front of his house, this course seeks to impress upon the boy that government is not something far off, but something in which he moves and has his being. It seeks to make him feel that government is not impersonal, but made of men, that therefore when anything goes wrong, not an abstract government but some man is responsible, that there is a way of reaching that individual and compelling him to remedy the wrong, that this government can only be a good government as he plays his part in supporting that government.

For the teaching of this course we had neither properly prepared teachers nor text books, but teachers were selected who were interested in boys and girls and in city affairs and they set to work to study out what New York does for its people. Certain teachers volunteered to make a study each of a city department and write a monograph on the department. These monographs have been prepared through the cooperation of the officials of the various city departments who have supplied the information and even read and corrected the monograph. The articles have then been mimeographed and given to the civics teachers. Many of them have been published in the Outlook and, as a result inquiries concerning this work in civics and requests for the syllabus have come from all parts of the country. As a further training of the teachers for this work of making intelligent citizens of boys and girls, weekly conferences have been held under the direction of Mr. Frank A. Rexford, who has been assigned to this work, and at these conferences heads of various city departments have told of the work of their departments, and the writers of the articles have shown the

teachers how to teach the particular topic of the week. By the end of this year, we shall have a well trained body of teachers for this most important work.

I believe the possibilities of this training are so great and the need for such training of our youth so imperative that I would recommend that this systematic teaching of what government, especially the Government of New York City, does for its people, should be given not only in the first year of the high school but also in the 7th and 8th grades of the elementary schools, and to the end that teachers may be prepared to teach this subject to their pupils, I recommend that courses in government from this point of view be introduced in the city training schools.

Economics Required for Graduation

The loose speaking and often wild speeches of the radicals on our street corners, the hastily devised remedies for social evils which appear so frequently in our newspapers, the general interest of boys and girls of high school age in all movements which aim or claim to aim at the improvement of industrial and economic conditions (and who, therefore, are so frequently brought into contact with these theories of social amelioration or even social overthrow which are not based on experience and which are not the product of close thinking) have brought home to us during the past few years that we have been derelict in our duty as teachers in allowing our boys and girls to graduate from high school without such a systematic training in economics as will give them some understanding of our industrial conditions, some knowledge of the forces which control men's actions in industry, such training as will keep them from hastily prescribing to half-baked theories and from joining in movements which are subversive of the orderly development of society. The Board of Superintendents has, therefore, this past year made economics for five periods a week in the fourth year a requirement for graduation from all four year courses and has made it a requirement also for the three year commercial course. All students graduated in 1920 will, therefore, have had a course in Economics.

European History Required

The Great War has made the United States a dominating world power. It has seemed therefore, that our boys and girls should in the future have a more intimate knowledge of the countries with whose people we are to be in closer association as each year rolls on, of conditions in these countries and of the men and movements which have brought about these conditions. European history, five periods a week, to be given in the third year, has been made a requirement for graduation from all four year courses. This course is not to be the old general world history, but is to be the history of the great movements of the past one hundred and fifty years which have made the world of today, and will emphasize instead of merely battles, politics and dynasties, the great scientific discoveries, the inventions and new processes in industry which have resulted in the changes in the organization of industry and society, which come from these, the contributions of writers, of engineers, of the real makers of histoy, the significance of such books as Adam Smith's *Wealth of Nations,* and Darwin's *Origin of Species.* The pupils will take a cross section of the world in 1914 and in the light of the revelations of the war will seek to trace the various forces which gave us the world of 1914 and the much troubled world of today, 1920.

The changes in the course of study and the requirements for graduation which have been adopted by your Board this past year have thus had two aims, one to adapt the instruction to the vocational needs of the boys and girls, and the other (in recognition of the truth that citizenship is the one common vocation of all) to introduce subjects or at least so to modify the teaching of subjects already in the curriculum as to enable us to carry out the lesson taught by the Great War that it is the first business of the high schools to train our youth for intelligent competent participation in the great tasks of American democracy.

No city in the country has gone further than New York City in the direction of consciously motivated, systematic training for citizenship in its high schools. No city needs such training more, for this is no longer an American City but rather a cosmo-

politan city in process of being Americanized. The public schools, and especially the public high schools, which take the boys and girls at the doubting, inquiring, emotional age, when their minds are most active, their attitude towards life's problems being formed, constitute the great agency which must offset and overcome multitudinous opposing forces which are ceaselessly at work; the home with alien traditions, alien aspirations, a foreign press, organizations subversive of law and order, with their public meetings and their street speakers, even competing Sunday and night schools which announce their aims to be—"to offset the vicious teaching of the public school."

These new courses of training for citizenship will not accomplish their purpose save as they are given by well trained teachers thoroughly saturated with American ideals. Government, economics, European history, conceived as I have indicated, will become plague spots if taught by teachers who are not in sympathy with our aims or who have not the training which enable them to grasp and realize these aims. Comparatively few of our high school teachers have been adequately trained for this work. The number is growing smaller every year rather than larger, for our schools, because of the rapidly diminishing salaries, are failing to attract vigorous, youthful men and women of American stock. Such men and women are not willing to lower their standard of living below the accepted American standard for men and women of education and breeding. They prefer to sacrifice their inclinations and seek other occupations and leave teaching to those with different traditions. I know of scarcely a son of a teacher, principal or superintendent who, at the present time, is taking up teaching in the public schools as his life work.

The City of New York, in order to protect its property from fire, installs an adequate supply of water at a cost of many millions; it purchases the best apparatus, no matter what the cost. Salaries for teachers are insurance against incompetence and inefficiency in business, corruption and anarchy in civic affairs. New York City is facing a crisis in its schools. Its older teachers will remain and steadily lower their standard of living, giving up now this, now that and becoming daily more dissatisfied and so less useful to the city. In an effort to keep their heads

above water, they are teaching in night schools, some of them are working also in the afternoons as well, with the result that they are not able to give their best energy to the day school work. They are growing prematurely old. Never in the twenty-two years of my connection with the New York School system have I witnessed such discouragement among teachers as at this time. As the system expands and as the experienced teachers retire or die, the new entrants are bound to be of an inferior class. But the great evil is the growing discontent everywhere prevalent, even among the best teachers due to the inability to pay bills, to educate their children as they themselves were educated. Discontented teachers are a danger to society, they are not, cannot be in a proper frame of mind to train children for the service of society. Their own discontent is bound to be reflected in the outlook on life of the children.

Since writing the above the Lockwood-Donohue Bill has been passed. The beginning salary of $1,900 will probably serve to attract a desirable class of high school teachers but the maximum of $3,700 will not be a sufficient inducement to hold teachers of the ability needed for this difficult work. In any readjustment of salaries this maximum and that of the first assistant should be raised. The maximum salary of the high school principal, $6,000, is too low. The increases of this bill are based on the increased cost of living which affects supervising officers equally with teachers. I would urge that the salary of the high school principal be raised at once to $6,500 to maintain its relative parity with other salaries.

Even with low initial salaries, teachers will enter a school system provided they see opportunities for promotion and a living salary later on. The opportunities for promotions in the high schools are too few. Of the 2,604 teachers in our high schools, 25 are principals and 166 are first assistants. We cannot hope to secure ambitious, energetic teachers unless we can hold out to them greater hope of advancement. First assistants now obtain their licenses and place upon an eligible list only after the passing of a searching test and the presentation of a fine record in our schools. Such persons now must wait in many cases many years before receiving the appointment and increased salary of $500 additional as a first assistant. This long waiting

is bad for the teachers and deters teachers from entering the school system. As a means, therefore, of raising the morale of the teaching body by making possible a closer approximation to living salaries for some, at least, of our experienced high school teachers, I would urge that the first assistantship be frankly recognized as a salary grade and that all teachers who receive the first assistant's license be appointed first assistants and receive the increased compensation.

Notwithstanding this struggle against the crushing weight of ever rising prices coupled with stationary salaries, there is hardly a high school in which some valuable educational experiment has not been carried on this past year. In every school, individual teachers or groups of teachers have been busied with the solution of the special problems of the schools. Accounts of selected cases, which are of general interest will be found in the section of my report entitled high points.

One of the most interesting developments of the past two years has been the enlargement of the scope of the monthly Bulletin of High Points in Modern Language Teaching edited by Mr. Wilkins, Director of Modern Languages in High Schools, so that it is now a Bulletin of High Points for all subjects in the high schools edited by a committee of high school teachers, with Mr. Wilkins as editor-in-chief. This bulletin has furnished a medium during the year of sending official notices to the teachers from the Superintendent of Schools and of bringing to the attention of the individual teachers accounts of experiments carried on in our high schools, improvements in method, and articles of interest to high school teachers. The Bulletin has been furnished by your Board gratis to every teacher in the high schools and has been sent on request to various school superintendents throughout the country. I believe it is generally recognized as the best publication of the kind of any school system in the country.

During the year, Mr. Wilkins, Acting Director of Modern Languages for nearly three years, has still further unified and made effective the work in foreign languages. He has sought out and brought to the school teachers of Spanish, has held conferences on methods with the teachers and by his advice and tactful

supervision has greatly revised the standard of teaching. The great improvement he has brought about has justified his appointment the first of this year to the position as Director of Modern Languages in High Schools for which he was nominated by the Board of Superintendents, just two years ago. He has eminently demonstrated the need of and value of such supervision.

Mr. Herman H. Wright, as Acting Director of High School Organization, has at all times seen to it that vacancies have been filled by satisfactory substitutes, that the teaching force has been economically distributed among the various high schools, that the high schools have received their supplies regularly as far as it lay within his power through cooperation with the superintendent of supplies. By his careful performance of these duties he has saved the city thousands of dollars. I am glad to note that he has been appointed to the vacancy as Director of High School Organization for which he also was nominated by the Board of Superintendents two years ago.

As set forth in Dr. Haney's report on drawing in high schools, the past year has shown a steady improvement both in the quality and scope of this work. In all of the schools, a serious attempt has been made to correlate the instruction with the application of art in industry. Several notable exhibits during the year have demonstrated this most clearly. The progress in drawing since Dr. Haney was assigned to its supervision, shows without question the value of expert supervision in our schools. His great success should lead to the appointment of directors in other technical subjects, notably commercial branches.

We have at the present time over 25,000 pupils studying business subjects, and three hundred ninety-nine teachers of these subjects. Allow me to point out that it is more difficult to secure experienced and expert teachers of these subjects than of almost any other subjects in the high school curriculum. The teacher who is able and who is well trained can secure a position in business which will give a much larger salary than is paid for teaching. Our young men of ability, with a liking for business who would make our best teachers tend therefore to enter business rather than teaching. Our good teachers constantly receive business offers. For example, within the past six months one of our

assistant teachers left a salary of some $2,500 to take a business position at $6,500. We can secure good teachers only by appointing young teachers of good training but without business experience and then training them in business practices and methods. Our pupils should be taught the practices of business as they are now, not as they were twenty years ago. Many of our heads of departments have been removed from business for many years. The principals of schools having the general and commercial courses are apt, because of their training, to be more interested in the work of the general course than in that of the commercial course. The result is that our commercial work is not as a rule on a par with the work of the general course, the chief reasons being (a) the difficulty of securing teachers of ability and proper training; (b) the lack of expert supervision.

The situation in the intermediate schools is worse than in the high schools, for in those schools the teachers of these subjects have had less training in business subjects than the teachers in the high schools and, in addition, there are no first assistants for the supervision of the work. Some one should be appointed to supervise the commercial work of both the high and intermediate schools. Such a director could visit business houses, confer with business men as to their practices and as to the deficiencies in training of the boys and girls as they come from the schools, and could bring back the results of his investigations to the schools. He could hold conferences of teachers and advise them of better methods and modern business procedure. He could visit the classroom and make suggestions to the teachers for the improvement of the teaching. Such expert supervision is in my judgment imperatively needed. We are spending yearly about $1,000,000 for teaching business subjects. An expert director could be obtained for $6,000, an overhead of less than 2/3 of 1%. District Superintendent Bardwell estimated that within four years Director Haney had doubled the efficiency of the drawing teaching. I believe that within three years such a director could raise the efficiency of the commercial work by at least 20%. No business house, spending $1,000,000 a year would hesitate one instant to employ 2/3 of 1% on expert general supervision.

I therefore recommend most strongly that you urge the Board of Education to authorize the appointment of a director of business subjects to assist in the supervision of training for business in the high, intermediate and evening schools.

New High School Buildings

The high schools are crowded in almost every case to full capacity. Even though some relief has come through the formation of intermediate schools and the use of vacant rooms in elementary schools as annexes to high schools, we have reached the limit. No new high school building has been begun during the past four years. Great as is the need for elementary schools, the City of New York can as well afford to build high schools as can the other great cities of the country. I would urge, therefore, that the Board of Education again impress upon the Board of Estimate the need of immediately acquiring the site for the Julia Richman High School and granting an appropriation for the construction of the building.

The Washington Heights annex of the Morris High School, which was organized February 1, 1920, as an independent school, is already filled to capacity, with no relief in sight. I therefore recommend that the Board of Education again urge the Board of Estimate to acquire one of the sites already recommended by the Board of Education and also grant an appropriation for the building so much needed for the Washington Heights section.

For years the Board of Education has owned a site for a high school at Pennsylvania and Dumont Avenues, (Brownsville) Brooklyn. A new building on that site would relieve the pressure on several other high schools as well as serve the needs of the people of the Brownsville section. I therefore strongly recommend that the Board renew its request for an appropriation for a building on this site to house pupils, both boys and girls for the general and commercial courses.

The Borough of the Bronx is growing most rapidly and is becoming a great center for manufacturing. Its boys who now plan to enter the industries must now travel long distances to Stuyvesant High School. I would recommend that the Board of

Education seek to acquire a site in the southern part of the Bronx for a technical high school and it establish such a school at the earliest possible moment.

A Cooperative High School

For the past five years the cooperative course in the high schools has been carried on under great difficulties, due to the fact that the number of pupils taking this course in a single high school was not large enough for the work to be economically and efficiently organized. Cooperative pupils have been assigned to small classes with a resulting high per capita cost of instruction, or in some cases they have been enrolled in the regular classes and have thus been asked to do in one week the work which the regular pupils have spread over two weeks. This arrangement has laid too heavy a burden of work on the cooperative pupils, or else has caused the syllabus for these pupils to be so reduced as to lose most of its training value. Furthermore, notwithstanding the efforts of the co-ordinators, it has not been possible, when the pupils were assigned to the same classes with pupils taking the regular course, to drive home the lessons derived from the weeks spent in business.

In an effort to avoid the large overhead charge for co-ordinators during the past year the cooperative work has been limited to a few high schools. More effective teaching has resulted from this concentration of cooperative pupils in eleven schools. Those in charge of the work have come to believe that if all the pupils who desired to take this part-time cooperative work were gathered in one school we should have sufficiently large groups of students working in the same industry to permit the laying out of a course of study and the formulation of methods of teaching especially adapted to the preparation of boys and girls for that particular industry. Such a school, moreover could have as its principal a man selected because of his understanding of, experience in, and sympathy with this type of education. The teachers should all be men and women assigned to this school because of their special equipment for and interest in this work. As a result, not only would the pupils receive a better training, but the per capita cost would be greatly reduced.

This judgment is supported by Associate Superintendent Staubenmüller, who is in charge of vocational activities, and by Mr. Percy Straus, President of the Department Stores Association, who has taken such a keen interest in the cooperative work in salesmanship.

Department store salesmanship is opening up such great possibilities for our high school pupils, especially for girls, that this field of work alone would justify the organization of this high school. The Department Stores Association has recently given evidence of its belief in this type of education by contributing $125,000 to New York University for the establishing of courses on a cooperative basis. They strongly urge the organization of this school and pledge their heartiest support.

At the present time, we have some 1,250 pupils in the cooperative course, grouped in eleven high schools and necessitating the assignment of fourteen teachers as co-ordinators. The salaries of these co-ordinators for the next year amount to $59,450. If these pupils were gathered into one building, half the number of co-ordinators would suffice.

The building for the proposed cooperative high school can be found in Public School 44, Manhattan, at Hubert and Collister Streets. It has the following advantages:

a. It is a comparatively new building and in good condition.

b. It is located in a business district where cooperative students could easily be placed.

c. It would be convenient for salesmanship classes in department stores.

d. It is easy of access from all parts of the city. The following transportation lines all have stations on Canal Street, the farthest being about 12 minutes' walk from the school:

Seventh Avenue Subway
Ninth Avenue Elevated
Sixth Avenue Elevated
Broadway Subway
Lexington Avenue Subway.

Six rooms in this building are not in use. Five rooms could be freed by transferring the crippled classes now occupying them to Public School 65, as was proposed last year. Since these

pupils are carried in stages, the change can be made without hardship to the pupils. Four additional rooms can be obtained by transferring the pupils of the 7A–8B grades to Public School 38 and merging them with the eight classes in these grades in that school. Four teachers can thus be saved by this consolidation, a saving in salaries of at least $7,600 for the first year, and none of the classes will exceed 40 in enrollment. District Superintendent Taylor reports that this consolidation is entirely practicable. The transfer of these classes would leave but fourteen classes in Public School 44, so the service of a principal could be dispensed with, and a teacher in charge substituted, resulting in a further saving of $1,150.

In the fifteen rooms thus made available, an independent cooperative high school, the first in this country, can be organized, to accommodate 1,000 pupils, 500 constituting school A to be in school one week, and the following week the entire 500 to be in offices and stores, while the other 500, constituting school B, take their places in the school building. Thus with one set of teachers, two separate schools will be operated in the same building with greatly increased efficiency and greatly decreased per capita cost.

These 1,000 pupils will be drawn from the high schools now offering the cooperative course and will be, for the most part, students who have finished two years in high school. Later, when more space is available, pupils may possibly be enrolled at an earlier stage. The withdrawal of the 1,000 pupils will lessen the congestion in the high schools.

I recommend that provision be made in the Budget for establishing this cooperative high school at the earliest possible moment.

Setting Off the Far Rockaway High School Department as an Independent High School

During the past year there have been 24½ positions authorized in the high school department of the Far Rockaway school, known as P. S. 39, Queens. One teacher in excess has been assigned to that school. Owing to the crowded conditions in

Manhattan, there has been a very considerable increase in the number of residents of Far Rockaway, with the result that there will be a very large increase in the school enrollment in September. It will become necessary, therefore to increase the number of teachers in the high school department to more than 25. When the high school department has 25 teachers, the position of principal carries with it the salary of a high school principal. The present organization, running from the kindergarten through the high school grades is an unwieldly organization. Inasmuch as the salary of the principal must shortly become the salary of a high school principal, I recommend that the Far Rockaway school be divided into two parts, an elementary school and a high school.

The Far Rockaway High School Department now occupies the second floor of the new building, four regular classrooms, three small rooms and the assembly room of the old grammar school building. High school pupils also make use of the improvised lunch room in the basement of the old building after the grammar school pupils have vacated it at 12:40.

The projected eight-room addition, a third story for the new building is to be equipped with laboratories, etc., for high school use. As soon as this is completed, early in the fall, the high school will be moved out of the classrooms of the old building. This will release four rooms in the old building for grammar school use. The high school will continue to use the assembly room of the old building, however, which is reached by a passageway from the second floor of the new building. The common lunch room for the two schools might well be abandoned by high school pupils and provision made for them in the kitchen on the second floor of the new building. This basement lunch room is wholly inadequate even for the grammar school pupils.

The grammar school numbers 1,100 pupils. The whole school except the eighth grade is on part time. A new grammar school building in the Edgemere or Bayswater section is almost imperative. Both schools are growing rapidly because of the rapid influx of year round residents. The high school interests and activities are quite as varied as are those of much larger schools. The register in September will be close to 600 pupils.

The welfare of both schools would doubtless be promoted if they could be separated. This could be accomplished by assigning the new building to the high school and using the old grammar school for the elementary school pupils. During the summer vacation and the month following a third story, containing the laboratories referred to above, will be added to the new part of the school, giving 22 classrooms in all, which will be sufficient to accommodate the high school proper. The solution proposed can be but temporary in nature as the present school facilities are inadequate for the rapidly growing population.

I would recommend, therefore, that the Board of Education be asked to secure a site in a more central location for the Rockaways and an appropriation for a building, as soon as possible. That on the site thus acquired a building should be erected which should accommodate not only the high school but the 7th and 8th grades from the four elementary schools of Rockaway Beach and Far Rockaway. If this were done, the elementary schools would be able to take care for some years of the pupils of the first six grades and a central school would thus be established which would be a six year school. We would then have an actual working out of the 6–6 plan under the most favorable conditions.

I would recommend that for the coming year an appropriation be placed in the Budget for the salary of a high school principal for the Far Rockaway High School thus to be established.

REPORT OF MR. FRANK A. REXFORD, ASSIGNED TO THE DIVISION OF HIGH SCHOOLS

Civics

In the fall of 1918 the Board of Superintendents placed the subject of civics in the first year of the high school curriculum. Four periods a week for one term or two periods a week during the first year are now required for high school graduation. Up to that time civics had been taught in connection with American history in the fourth year. With this new requirement we were face to face with the problem of framing a new course of study preparing a syllabus adapted to the needs of first year pupils and putting it into operation at once.

A syllabus committee of teachers was appointed at once, but we were already teaching the subject. Each school was told to shape a course which would deal with the immediate civic environment of the child and community civics was under way. As civics was made a required subject and all other subjects but English were made elective in the first year, and as there were no civics teachers as such on any list, the outline proposed in the various high schools were prepared from many different view points; viz., biological, historical, economic and social.

On March 1, 1919, I was assigned to assist in the supervision of this subject. Three things seemed to be needed immediately: (1) An understanding among the teachers regarding the type of civics teaching to be required, (2) aids in the way of materials for study by both teachers and pupils, and (3) cooperation with the civic enterprises about us, both public and private.

Conferences

The first obstacle seemed to be the most serious, so it was taken up at once. On March 5th all the civics teachers of the city were called in conference. At this time Superintendent Tildsley addressed them on "What We Mean by Community Civics." The teachers were very enthusiastic. Free discussion was encouraged and a tentative outline of procedure was adopted for the remaining weeks of the term. Weekly conferences were continued the rest of the year. When we were desirous of study-

ing the workings of any particular department, the commissioner in each case sent a speaker to address the meeting. Among the topics which were discussed are the following:

What We Mean by Community Civics
Teaching Civics without a Text Book
Selecting Topics for a Syllabus in Community Civics
Some Problems of the Civics Teacher
What the Municipal Library can do to help
Field Work and Working Tools of the Civics Teacher
The Civic Attitude
Aims and Problems of the Tenement
House Department
Fire Department and the Community
How the City Pays Its Bills
The Sweatshop and the Community
Civic Beauty as an Asset
Protecting the Health of the People
Care of the City's Wards.

These conferences have been valuable as a clearing-house for ideas, a source of information and an inspiration to develop not only ideas but activities of functional citizenship.

Material for Study, Cooperation

As there was no available text book on local civics, we turned at once to the municipal authorities for help. Through the courtesy of Mayor Hylan, each city department was instructed to cooperate in every way possible. Civic organizations throughout the city and the state were asked to furnish us with copies of reports of their proceedings. Mr. Dorsey W. Hyde, Jr., Municipal Librarian at that time, was most helpful. Scores of pamphlets were collected from the different stock rooms of the Municipal Building, City Hall and other city offices and carried to the Municipal Library. Here for several days the civic libraries for the high schools were being made up. When the time came for delivering them, the librarian accompanied the automobile to every high school in the city and personally invited the teachers and students to make full use of the special room which he had fitted up for them in the Municipal Building. While space forbids the entire list of helps we received the following list is comprehensive and suggestive:

Municipal Library Notes (weekly).
Bulletin of Women's Municipal Club (weekly).
The City Record (daily).
Code of Ordinances.
Catskill Water
Progress in New York City Administration
Maintenance of Pavements
Terminal Facilities of New York
Annual Report of Fire Department
Fire Prevention Letter
American City Magazine
Teaching Citizenship with the Movies
What to Read on New York Government
Work of the Department of Street Cleaning
Ordinances Relative to Cleaning Streets
Over a Century of Health Administration in New York
Important Facts about Sewage Disposal
Annual Report, Board of Ambulance Service
Annual Report, Child Welfare Committee
Annual Report, Department of Charities
Annual Report, State Industrial Commission
Annual Report, State Conservation Commission
Suggestions, Department of Food and Markets
Maps from Queens Borough Chamber of Commerce
Touring Maps from Board of Estimate and Apportionment
Safeguarding Against Fire (U. S. Bureau of Education).

Even with this fund of reference and literature which was so freely supplied by the city department, the teachers were overworked in translating the facts into teachable material for the pupils. Then, too, our fifteen thousand civics students used the pamphlets. They began to wear out and we had depleted our source.

The Syllabus Committee

At this point the syllabus committee consisting of Dr. Alfred C. Bryan (chairman), Augustus S. Beatman, Miss Mabel Skinner, Miss Ella Osgood and Benjamin Gruenberg made its report which was immediately approved by the Board of Superintendents and the Board of Education. This committee did a wonderful piece of creative and constructive work. The hackneyed idea of abstract structural civics is supplanted in the new syllabus by one of concrete, functional citizenship.

Writing a Text Book—The Civics Monographs

We still felt the need of teaching material in teachable form. As many teachers were teaching the subject exceptionally well, it was thought that all would gain if those who were succeeding particularly well in certain lines would prepare monographs for the others. This was suggested at one of the conferences. Teachers were asked to volunteer to prepare interesting and educational papers on each of the twenty-two topics of the syllabus. There was an immediate response. Within a week topics were assigned and the monographs were in preparation. Each monograph was mimeographed and supplied to all the teachers. In May, 1919, the monographs began to attract attention. The editors of the Outlook magazine considered them of such importance that they purchased the publication rights of the individuals who wrote them. Thus they were printed in 100,000 lots from September, 1919, to May, 1920. The copyright and the plates from which the monographs were printed have been presented to the Board of Education.

While the civics articles were a wonderful help to us here in New York, they were read and appreciated throughout the country, because of the manner in which the subject matter is presented.

Monographs

Titles	Authors
Training the Voter of Tomorrow	Supt. John L. Tildsley
The City's Water Supply	J. Lewis Stockton
Protecting the Food of the City	Nellie Reed
Guarding the Health of the People	W. W. Rogers
Clothing; A Subject of Slight Official Action	Augustus S. Beatman
Disposal of City Wastes	Myrtle J. Joseph
Regulation of Buildings	Edith Lyle
Communication and Transportation	Mary B. Morse
Lighting and Heating as Public Utilities	Thomas Lovely
Protection of Life and Property	Morris Deshel
Public Regulation of Work	Augustus S. Beatman
Public Provision for Recreation	Ernest E. Smith
City Planning	Helen G. Preston
Civic Beauty	Mabel Skinner
Care of the City's Wards	
B. Correction	
A. Charities	A. Everett Peterson

Making the Laws	Thomas Murphy
Carrying Out the Laws	Fred White
Judicial Action	Morris Deshel
Paying the City's Bills	Lolabel H. Hall
Public Education	Supt. Wm. McAndrew
The Part of the Citizen in Government	George Leutscher

Here again cooperation on the part of city officials was freely and gladly given in the preparation of the monographs.

Monographs Widely Read

As a result of the wide publicity given our civics work many letters have been received and many questions have been asked. A law firm in Denver asks that cases and decisions be cited which show the workings of some of our health laws; a teacher in Maine writes us that these articles have been a great help to her in teaching citizenship. An American in China asks for reprints, and about two hundred requests from different parts of the country have been received for copies of the syllabus. A letter from Japan is reproduced.

Copy

MUNICIPAL OFFICE OF TOYKO

Referred to
Mr. Rexford

March 16, 1920.

To Mr. Director of Outlook

Dear Sir:

I have the honor of begging your agreeable answer as soon as you receive this paper with my wishing.

For I am a loving reader of Outlook the wordly authoritative magazine, I could find a article in this volume continually from Oct. 1, 1919, entitled "Community Civic" which being recognized as the most powerful and profitable one to lead the Citizens of Toyko. Hereby, I want to translate this article into Japanese and publish as a book by my name, so I ask your special permission to let it without any compensation.

Thanking in anticipation your cordial reply by your earlier convenience.

Yours very obediently,

(Signed) F. IAMI,
Secretary of the Mayor of Toyko,
Japan

Civic Assemblies

During the past year an effort has been made to inject live civics topics into the programs of high school assemblies. With this in mind a list of exceptional speakers for boys and girls on all phases of city government was compiled. These speakers were asked if they would be willing to address assemblies of students or teachers. The response was instantaneous and we were able to send this list to the high school principals with the request that they make use of it. In general this has been done.

Block Captains

The Merchants Association of New York is interested in promoting an Anti-Litter Bureau. This activity is intended to teach boys and girls through their own activities to keep the city clean. Pupils are invited to keep an eye out for violations of certain ordinances and report to headquarters. Pupils who volunteer for this are appointed by Block Captains. There are about 5,000 of these Block Captains in our civics classes.

Extension of Civic Activities

There are many and varied outside activities which we aim to tie up to the civics work as elections, class organization, reports of committees, various patriotic drives and prize essay contests.

Snow Removal

During the blizzard last winter, we encouraged the boys and teachers to get out and shovel snow. The unusually heavy fall of snow in the early days of February gave our high school boys and teachers an opportunity to put some of their civic theory into actual practice.

The Bureau of Snow Removal made an arrangement whereby volunteer groups of boys accompanied by their teachers as supervisors were assigned to the street cleaning squad.

The following tabulation gives an idea of the high school participating; the hours worked and the remuneration.

High Schools	No. of Boys	No. of Teachers	No. hrs. worked	Compensation
Commerce	256	6	3125	$1562.50
DeWitt Clinton .	200	4	3000	1500.00
Boys H. S.....	200	3	1200	600.00
Commercial ...	197	8	1977	988.50
Erasmus	155	6	6039	3019.50
Man. Training..	82	2	850	425.00
Evander Childs..	40	2	1200	500.00
Stuyvesant	36	1	513	256.50
Bushwick	10	..	141	70.50
Total	1170	32	18045	$9022.50

That the boys rendered satisfactory service is evidenced by the reports which were received from the high school principals.

"I visited several of the gangs and the man in charge said our boys were doing well."

PRINCIPAL RAYNOR
Commercial High School.

"Both the Street Cleaning and Police Department were enthusiastic over the work of the students, as were also the property owners along the street on which they worked. They were told that they did much more work than did the regular laborers employed. We have not heard of one case of sickness from the exposure."

PRINCIPAL LOW,
Erasmus Hall High School.

"All the teachers reported that the city inspectors regarded the experiment as decidedly successful."

MR. DELANEY,
DeWitt Clinton High School.

"Boys High School boys opened Lafayette Avenue from Bedford Avenue to Broadway (1¼ miles), and cleared one and

a half blocks of the same street. The D. S. C. Superintendent of the district said the boys did twice as much work as laborers. According to the figures published in the newspaper, snow shoveling done by boys cost the city one-half of what it cost when done by laborers receiving the same pay."

PRINCIPAL JANES,
Boys High School.

"Samuel Lothian, Foreman of the 27th District and Daniel Fernandez, Assistant Foreman, said that they had handled men for a great many years but that they had never had a gang that accomplished so much and did it with such will as these boys."

MR. FALLON,
High School of Commerce.

The following letter reflects the success of the venture:

Mr. George P. Fallon,
Director of Placements,
High School of Commerce,
155 West 65th Street,
New York City.

Dear Mr. Fallon:—

I am in receipt of your letter of the 9th instant and take this opportunity to express to you my heartfelt appreciation for the good work the boys of your school did on Columbus Avenue, from 81st Street to 72nd Street, in the 27th District. The example set by yourself and your boys is one to be emulated by other schools of this city. I desire to state at this time that I shall write the Mayor and let him know what you have done.

Yours truly,

(Signed) A. B. MacSTAY,
Commissioner of Street Cleaning.

Throughout the high schools the teachers of civics are aiming to study government as a living organism. Emphasis is being placed on the spirit and functions of government rather than on its form. Special attention is given to activities of government,

and to the reciprocal obligation of government and the citizen. The children of the high schools are being taught that they are citizens, that government is largely the result of public opinion, that it is their duty to study government, think about government, and talk about government intelligently and interestingly.

FARM SERVICE

1919

Although funds were unavailable for continuation of the service in 1919, the movement had gained such momentum among the farmers and among the boys that it was impossible to do away with it altogether. About a hundred boys were placed on farms and supervised throughout the summer vacation of 1919 and more than three hundred requests for boys were refused because of inability to provide for supervision. Only such farmers received boy help from us as were personally known to be desirable employers.

Camps

Forty-five boys were on the farm of Mr. Harcourt Cosman, Newburgh, N. Y., for a period of six weeks picking small fruits. The living quarters were inspected and approved by the State Board of Health before the boys were allowed to go. A supervisor who was approved by us was employed by Mr. Cosman. I inspected the camp personally and found that good food and clean and airy sleeping arrangements had been provided. The boys were happy and the farmer was satisfied.

We had a sad example of the value of supervision at this camp. Some of the parents went to boarding houses near by to be near their boys. The day following the closing of the camp and cessation of supervision one of the boys who had remained with his parents was drowned in the Hudson.

Another camp of twenty-five boys was located on the Pine Hill Nursery Farm at Deer Park, L. I. Here also we approved the supervisor. The same healthful conditions existed here as in the Newburgh camp. The work here included general farming, peach picking, cucumber picking and pickling.

Individual Workers

Thirty-three boys from various high schools were placed with individual farmers who are personally known to me. These boys were in homes where any city dweller might be glad to be a guest. They were members of the families in which they lived and were a part of all the doings connected with the country life, recreation as well as work.

Wages

The fruit picking boys did not earn large wages nor was it intended that they should. Each boy was required to pick twenty-five quarts of fruit per day to pay for his board. For each quart in excess of the twenty-five he picked for his living in any day, he received three cents. These boys were for the most part small and it was felt that six weeks of sunshine and air accompanied by good food and enough work for healthful exercise was worth far more than the money they were able to bring home with them. They did, however, earn about $10.00 each more than their expenses.

The boys on Long Island were larger and able to do any kind of farm work. These boys earned $7.00 per week besides their expenses. These boys were working by the piece and by the day.

The boys on individual farms received from $25.00 to $35.00 per month net.

Prospect for 1920

The idea of living on the farm during the summer vacation appeals to many boys. Those who have been out for the past two years will go again this summer.

There is more need of this help now than there was in 1918. The estimates of the shortage of farm crops for 1920 in New York State are in the vicinity of 200,000 acres. Our boys in 1918 were given credit for producing 212,000 acres of food crops.

The farmers are again seeking this help (May, 1920); the boys are clamoring to go and the authorities, both State and City declare that production should be increased.

The key note of the whole situation is supervision. If it can not be provided, we cannot assume the responsibility of sending these boys out to work on the farms.

Agriculture

The farm service which our boys rendered during the war as a food production measure has given rise to requests for agriculture instruction in the high schools. After many conferences with agricultural teachers and supervisors in other cities a course of study was drawn up. This has been approved by the Board of Superintendents and the Board of Education. It was put into effect in the Newtown High School in September, 1919, according to the following recommendations:

New York, May 12th, 1919.

To the Board of Education:

I have the honor to present the following resolution, which was adopted by the Board of Superintendents at a meeting held on the 9th instant.:

RESOLVED, That the Board of Education be requested to approve the following Course of Study in Agriculture for boys in high schools, to go into effect in September, 1919:

FIRST YEAR

	Periods per week	Agriculture 1
English	5	Elementary soils and crops
Biology or General Science	5	Vegetable gardening
Civics and Farm Arithmetic	5	Fruit growing
Physical Training	2	Farm shop (may be given) as supplementary course
Elective	5	Supervised summer work on truck farm or with vegetable garden
Agriculture	10	

SECOND YEAR

English	4	**Agriculture 2**
Physics or chemistry	5	Soils, fertilizers, crops and markets
Elective	5	Supervised summer work with crops
Physical Training	2	
Agriculture II	10	

THIRD YEAR

English	4	**Agriculture 3**
Physics or chemistry	5	Animal husbandry
European history	5	Poultry husbandry
Elective	5	Supervised summer work with animals
Physical Training	2	
Agriculture III	10	

FOURTH YEAR

English	4	**Agriculture 4**
American History	5	Farm machinery
Economics or elective	5	Farm management
Physical Training	2	Supervised summer work in farm management
Agriculture IV	10	

In connection with the foregoing, Associate Superintendent Meleney submitted a report reading as follows:

"Mr. Frank A. Rexford, Supervisor of Farm Service and Agricultural Instruction, at the request of the Superintendent of Schools, took part in a conference on High School Agricultural Courses for city schools. The members of the conference included Lewis A. Wilson, Division of Agricultural and Industrial Education of New York State; A. K. Getman and C. E. Ladd, specialists in Agricultural Education, Albany, N. Y. Professor Works, New York State College of Agriculture, Cornell University, and the representative from New York City.

"The conference was called because of the recent experience in placing city boys on farms and the increasing interest in agricultural education throughout the country. This part of the educational field is considered of great importance, as is evidenced by the liberal appropriations that are available in both state and federal departments for the express purpose of rendering financial aid to any local educational body of a public school system that will take the work up seriously. This will be discussed later in this report.

"A summary of the state and federal requirements for agricultural courses in high schools emphasized the following points:

"1. A school of agriculture must provide for at least six months of directed or supervised practice in agriculture each year for four years.

"2. Agricultural schools must meet the approval of the Commissioner of Education.

a. as to teachers

b. as to equipment ($500 for each school, not all at once)

c. as to library

d. as to provision for professional improvement of agricultural instructor.
(In 1919 a one week conference will be held at Ithaca.)

e. Provision should be made for expenses of travel of the agricultural instructor and pupils.

"The foregoing suggested Course in Agriculture for city high schools was presented by the New York representative. This course was finally approved for all city high schools in New York State.

"It will be noted that this course implies a twenty-four or twenty-five week session in the school room, and that the pupils taking this course are to be moved out of doors for six months. Recreation and vacation will be arranged during the farming season.

"The plan for placing the boys on farms is an outgrowth of the farm service which has been carried on during the war. Boys can be self-supporting and learning at the same time. The agricultural instructor will accompany the boys and supervise their summer work.

"This course suggests a four-year sequence, English; a three-year sequence, science; and a two-year sequence, history. Students who wish to receive the academic State diploma may do so by taking the Regents examination in these subjects.

State and Federal Aid

"If a local community employs agricultural teachers, the State and Federal aid to the community is shown in the following table (it will be noted that no Federal aid is given for teachers who receive less than fourteen hundred dollars per annum).

Yearly Salary	Local	State	Federal
$1,100	$300	$800	....
1,200	333 1/3	866 2/3	....
1,300	366 2/3	933 1/3	....
1,400	200	1,000	$200
1,500	233 1/3	1,000	266 2/3
1,600	266 2/3	1,000	333 1/3
1,700	300	1,000	400
1,800	333 1/3	1,000	466 2/3
1,900	366 2/3	1,000	533 1/3
2,000	400	1,000	600

Application to New York City

"I believe that there is a real call for a course of this kind in some of the suburban high schools. Later, as the interest and success of the work make themselves felt, it could with profit be introduced into more strictly suburban schools. It would work something like this: The first year, the students would enter with the rest of the students. Their academic work would be intensified so that they would be ready to go to the land about May 1st. The agricultural teacher will go with them and supervise and instruct them, and act as their guardian until November 1st. They will then come back to school and go on through the other years of the course on the same schedule. It is possible that enough work would be available in the vicinity of the school so that they would not be away from home the first year and need not necessarily be taken out of school so early. Local conditions would have to determine the problem of the first year.

"The matter of working the agricultural course into the program is clearly a matter of administration that will be special and local.

"The testimony which has been given in favor of our farm service for boys for the past two years seems to indicate that there is a growing demand for some kind of agricultural education for our city boys. These boys have made good on the farms with little or no training, have sustained themselves admirably in their regular school work on returning to school, and a number of them are looking forward to agriculture as a life work.

"If no further evidence were available than the fact that more than 90% of the students attending the Farmingdale State School of Agriculture are from New York City, the need of agricultural instruction in our high schools would be obvious.

"This plan has been worked out and is recommended by Mr. Rexford who has given a great deal of study to the problem. He has had ample experience in the practical teaching of agriculture to enable him to direct this work. He believes that this course will accomplish even better results than even a special school of agriculture, because it will afford an opportunity for pupils to work and study actual agricultural problems on the farm under conditions which every farmer has to meet. I have discussed this problem and Mr. Rexford's report with Dr. John L. Tildsley, the Superintendent in charge of high schools.

"Respectfully submitted,

(Signed) "W. L. ETTINGER,
"Chairman, Board of Superintendents."

Attest:
(Signed) THOMAS E. BUSSEY,
Secretary, Board of Superintendents.

The course has been popular from the beginning. There are twenty boys taking this course. It has been impossible thus far to comply with all the State and Federal requirements because of a cut in the budget which deprived us of the traveling expenses of the teacher, during the six months of supervised agricultural practice.

There is no question about the need and the popularity of this phase of high school instruction if the minimum requirements as to teachers, equipment and incidental expenses is met.

General Science

During the past five years there has been a growing movement throughout the high schools of the country in favor of introducing a subject to be known as General Science as a first year elective. Two years ago a few high schools in New York City presented proposed outlines of a course of study in this subject and were given permission to offer the course.

At the present time fourteen high schools are giving such a course. Inspection of the classes shows that there is no prevalent concept as to just what topics should be included and more particularly how the chosen topics should be treated.

A tentative outline was prepared in 1919 and a syllabus committee has been working seriously throughout this year.

There are no general science teachers as such. The subject is usually taught by either biology or physical science teachers and the instruction has been influenced by their capabilities and inclinations.

Certain parts of biology, physics, chemistry and physiography are closely related to the life of the child and to each other. It would seem that a grouping and blending of these intimately connected topics would, if interestingly presented, give the child first hand scientific experience and information regarding himself and the world in which he lives. We should aim to teach the child by means of general science. This does not mean, however, that teachers should allow themselves to attempt to teach smatterings of science under the guise of general science by means of the child.

General Science in order to hold a place for itself on a par with other first year subjects must have its aims, contents and methods of presentation systematically defined. The past year has been one of experiment. A committee of high school teachers headed by Mr. E. A. Bedford of DeWitt Clinton is at work on such an outline.

The following statement by Mr. E. A. Bedford, of the DeWitt Clinton High School sums up the experience of one school.

General Science in DeWitt Clinton High School

Many teachers have felt for a long time that the pupils in the New York City High Schools were not profiting sufficiently from their first year of science. This year of science to be satisfactory must meet a number of requirements.

1. It must be interesting to the pupils, for without interest there can be no mental reaction.

2. It must be of such a character that the spirit of inquiry will be encouraged and the attitude of independent judgment, of open-mindedness, and of reliance upon facts will be cultivated.

3. It must be a course that will provide for the pupil who must leave school for work at the end of one or two years, and at the same time will furnish a basis for the future science work of pupils who continue in school.

Since the two courses Elementary Biology and General Science have been carried on at DeWitt Clinton High School there has been opportunity to compare the two courses in regard to the above requirements. All the teachers who have classes in General Science were originally biology teachers, most of them of many years experience. All of these teachers agree that for the pupils of DeWitt Clinton High School the General Science Course arouses more interest, develops a greater degree of self-activity, and furnishes the pupils with more usable knowledge than the parallel course in biology.

Some of the reasons given are that:

1. It deals with the things that the pupil wants to know about, regardless of the artificial limitations of the special sciences.

2. It leads the pupil to some understanding of the phenomena of great economic importance.

3. It lends itself readily to the project-problem method of teaching by which the pupil's self-activity is developed. The desire to solve some especially difficult problem, to make some piece of machinery or to find out how some important process is performed results in continued improvement and progress in the pupil's development.

One teacher has summed up her conclusions as follows: "It is a course which satisfies and at the same time stimulates the native curiosity, offers a fund of important information, develops the scientific attitude of mind in the solution of all problems, both in the school laboratory and in the school of life, and encourages a desire to be of service to others." Those pupils who continue in school have an intelligent basis for the selection of further science courses.

The introduction of the General Science course has not abolished instruction in biology. Biological material which is of greatest interest to the city pupil, and is important for understanding problems of world-wide importance such as the work of bacteria, and food making by green plants are included in the General Science course.

At the end of the year of General Science, the pupil is permitted to elect chemistry, biology, or a scond language. The year in General Science has given him an opportunity to discover his science interests so that he has an intelligent basis for the election of further science courses.

Our experience at DeWitt Clinton High School indicates that the ideal science program is, a good General Science course in the first year of the High School or in the 8th or 9th grades of the Intermediate School, preceded by carefully directed Nature Study work in the grades and followed by the election of a minimum of two science courses in the High School.

While some instruction in Hygiene is given in connection with the work in General Science, the boys of DeWitt Clinton receive instruction for one hour per week during every term that a biological or general science is not taken.

Plans for Shop Work for General Science Pupils

To give pupils an opportunity to work out individual construction projects, it is planned to make one of the stock rooms, Room 224, into a shop. Permission has been given by the Director of Vocational Schools for the transfer to DeWitt Clinton High School of several wood working benches which constituted a part of the equipment of one of the "Gary" schools.

Requisition has been made for a limited number of tools. Pupils will be permitted to work here during their study periods and after school at which times the shop will be in charge of a teacher.

SUMMARY OF FINANCIAL STATEMENTS

GENERAL ORGANIZATIONS IN HIGH SCHOOLS, TERM ENDING JUNE 30, 1919.

High Schools	No. of Activities	Cash Receipts	Cash Disbursements	Total Profits	Total Losses	Net Profit or Loss	Capital Opening of Term	Capital Close of of Term
Bay Ridge	22	$10,754.52	$10,574.79	$568.43	$18.01	$550.42	$2,093.06	$2,643.48
Boys'	13	4,971.63	4,540.16	431.47	.....	431.47	7,898.50	8,329.97
Bushwick	12	422.05	259.47	162.58	.....	162.58	1,220.86	1,383.44
Bryant	17	205.73	303.82	323.05	349.82	26.77	117.32	90.55
Commerce	27	18,570.44	17,563.79	2,471.64	837.96	1,633.68	5,867.52	7,501.20
Commercial	17	18,255.03	17,864.97	390.06	.....	390.06	8,937.76	9,327.82
Curtis	10	5,781.67	6,207.83	937.45	853.81	93.64	1,767.29	1,860.93
DeWitt Clinton	26	14,931.52	14,795.92	1,505.95	1,370.35	135.60	6,924.00	7,059.60
Eastern District	20	13,872.94	14,503.23	1,345.01	1,010.99	334.02	3,878.85	4,212.87
Erasmus Hall	58	20,029.08	18,258.01	1,771.07	.....	1,771.07	5,539.39	7,310.45
Evander Childs	17	14,952.08	13,224.24	1,559.98	530.98	1,029.63	1,592.34	2,621.97
Far Rockaway	7	142.40	150.72	.....	8.32	8.32	176.46	168.14
Flushing	10	413.52	667.38	444.32	700.03	255.71	357.35	101.64
Girls'	29	13,337.00	13,537.00	1,800.00	.....	1,800.00	31,300.00	33,100.00
Jamaica	12	8,545.46	9,860.35	1,712.94	1,824.16	111.22	1,529.40	1,418.18
Julia Richman	20	18,525.92	18,810.64	3,651.45	381.65	3,269.80	4,733.92	8,003.72
Manual Training	20	3,912.46	4,570.72	1,841.94	.....	1,841.94	11,371.86	13,213.80
Morris	15	3,917.25	4,427.11	272.86	.....	272.86	446.96	719.82
New Utrecht	10	581.62	652.82	581.62	871.32	289.70	306.72	17.02
Newtown	13	318.58	408.26	.....	89.68	89.68	807.50	717.82
Richmond Hill	21	5,829.65	5,490.87	5,829.65	5,490.87	338.78	1,411.17	1,749.95
Stuyvesant	47	1,605.85	1,372.04	348.04	.....	3,348.21	5,220.03	5,568.24
Theodore Roosevelt	19	221.70	133.73	147.88	.....	147.88	.....	147.88
Wadleigh	17	8,955.38	9,890.36	95.24	30.40	64.84	1,824.75	1,889.59
Washington Irving	2	20,878.51	18,008.17	20,879.51	18,008.17	2,871.34	1,573.18	4,444.52
Totals		$212,932.99	$206,076.40	$49,072.31	$32,365.89	$17,487.82 Net Profit $781.40 Net Loss	$106,896.19	$123,602.61

SUMMARY OF FINANCIAL STATEMENTS
GENERAL ORGANIZATIONS IN HIGH SCHOOLS, TERM ENDING FEB. 1, 1920.

High Schools	No. of Activities	Cash Receipts	Cash Disbursements	Total Profits	Total Losses	Net Profit or Loss	Capital Opening of Term	Capital Close of Term
Bay Ridge	22	$9,848.57	$10,164.62	$890.04	$974.19	$84.15	$2,643.48	$2,559.33
Boys	13	2,947.12	2,523.91	567.21	.....	567.21	8,329.97	8,897.18
Bushwick	12	544.37	387.37	156.52	.....	156.52	1,383.44	1,539.96
Bryant	15	348.81	256.12	348.81	348.81	.....	90.55	90.55
Commerce	27	24,927.63	23,892.61	4,293.43	1,083.11	3,210.32	7,501.20	10,711.52
Commercial	17	21,972.16	20,799.84	2,045.07	179.45	1,865.62	9,327.82	11,193.44
Curtis	10	3,938.89	3,508.00	583.56	436.14	147.42	1,860.93	2,008.35
DeWitt Clinton	26	21,502.88	19,105.90	3,433.94	1,036.96	2,396.98	7,059.60	9,456.58
Eastern District	20	15,133.77	11,476.48	3,820.61	3,013.74	806.87	4,212.87	5,019.74
Erasmus Hall	58	26,673.49	27,093.49	3,271.17	.....	3,271.17	7,310.46	10,581.63
Evander Childs	17	19,064.21	19,448.73	16,726.80	15,319.55	1,407.25	2,621.97	4,029.22
Far Rockaway	7	450.37	302.00	450.37	302.00	148.37	168.14	316.51
Flushing	10	3,698.70	3,029.53	3,818.35	3,029.53	788.82	101.64	890.46
Girls'	29	12,800.00	11,850.00	950.00	.....	950.00	33,300.00	34,050.00
Jamaica	12	6,673.77	6,499.52	639.39	548.87	90.52	1,418.18	1,508.70
Julia Richman	20	17,006.80	17,066.24	1,678.75	670.92	1,007.83	8,003.72	9,011.55
Manual Training	20	3,607.71	4,493.00	417.77	445.00	27.23	13,213.80	13,186.57
Morris	15	3,597.69	3,473.53	1,864.09	1,391.52	472.57	719.82	1,192.39
New Utrecht	10	959.45	1,084.70	96.75	.....	96.75	17.02	113.77
Newtown	13	433.75	203.83	181.07	.....	181.07	717.82	898.89
Richmond Hill	21	6,897.89	6,527.35	695.54	.....	695.54	1,749.95	2,445.49
Stuyvesant	47	2,618.30	2,655.11	369.93	.....	369.93	5,568.24	5,938.17
Theodore Roosevelt	19	904.85	375.55	130.76	.....	130.76	147.88	278.64
Wadleigh	17	10,988.66	11,015.70	260.15	140.95	119.20	1,889.59	2,008.79
Washington Irving	2	19,787.64	20,614.59	19,787.64	18,614.65	1,172.99	4,444.52	5,617.51
Totals		$237,282.57	$217,848.20	$67,477.72	$47,535.39	$20,053.71 Net Profit $111.38 Net Loss	$123,602.61	$143,544.94

Twenty-three years ago the first general organization in a high school was formed in this city. The movement grew out of a need and was started in a small way. At first children put in their nickels and dimes to outfit athletic teams, pay for school entertainments or finance the school paper. As time went on and the activities of the high school became more extensive, it began to be the regular thing for each student in many schools to pay a small fee into the general organization at the beginning of each term. So important is the work of this body that it is not uncommon to find that every pupil and teacher in a school is a member of the G. O.

Far-seeing principals have long since recognized an opportunity for utilizing this common interest. Pupils are now formally nominated in primaries and elected by popular vote to the offices of the G. O. The attainment of these offices is among the highest honors the school body can give to its members.

Too much credit cannot be given to those teachers who have assisted in promoting this subject so that our boys and girls might by actual experience learn the ways of doing things in truly democratic fashion.

Few realize the extent of the operations under the management of the G. O. The financial statement which is appended shows that these organizations, taken collectively, conduct enterprises which require sums of money aggregating a quarter of a million dollars each term and on Jan. 30th, 1920, they were capitalized for $143,544.94. The activities which are provided for include all forms of athletics, school entertainments, literary societies, musical organizations and, in most schools the lunch room. Eleven G. O.'s conduct stores, three own moving picture machines, one a thirty thousand dollar athletic field, eight have large numbers of War Saving Stamps, eighteen own government bonds and ten high school orchestras furnish music on instruments owned by the G. O.'s.

It is the general policy of the general organization to make no profits and to have no losses at the end of the term. A small charge, however, must be made to offset depreciation and carry the expense of administering the funds. It has been more difficult to accomplish this end for the past two years than previ-

ously because of the wide fluctuation of prices. It will be seen by inspection of the financial statement, however, that these organizations are in a healthy condition. Six of them suffered slight losses during the fall term 1919, while nineteen show very comfortable balances in the profit column; all but two show net profits for the spring term 1920.

Nothing can be done in the school that will accomplish more toward making these young Americans feel that they are a part of something big than to encourage them to participate in the activities of the school. The elections, the budget making, appropriations, expending and auditing funds furnish opportunities for training in citizenship and the spirit of fair play which are of incalculable value in the lives of boys and girls of high school age.

We thoroughly appreciate the fact that it is our duty to encourage such activities in and around the high school as will tend to develop socially efficient graduates and that this can be accomplished in no better way than to promote properly supervised and well directed student organizations. In order that the scope of this work may be more clearly set forth the G. O. activities of Erasmus Hall High School which is typical are presented.

Seven facts seem to stand out as indicative of the methods governing the general organizations.

1. A member of the faculty is identified with each activity.

2. Appropriations are made only in response to itemized budgetry requests.

3. An executive committee composed of teachers and students make appropriations.

4. No money can be spent except through the purchasing agent.

5. Nominations and elections are carried on by popular vote.

6. Every athletic committee contains a student representative.

7. The range of activities is wide enough to invite the interest of practically every boy and girl in the school.

CONSTITUTION OF THE GENERAL ORGANIZATION ERASMUS HALL HIGH SCHOOL

Section I.

1. This Association shall be called the Erasmus Hall General Organization.

2. Its purpose shall be, (a) to exercise general supervision over all clubs, associations, and societies maintained by the school; (b) to provide means for their support; (c) to make, through the proper officials, all contracts and agreements between them and all other persons, firms, or corporations; (d) to act as collector, custodian, and disburser of all funds, and to transact any other business of general interest to the school not otherwise provided for.

3. The clubs, associations, and societies, recognized by the Executive Committee and supported by the General Organization at present are as follows:

Arista League
Audubon Society
Baseball
Boys Basketball
Boys Hockey
Boys Glee Club
Boys Swimming Club

Boys Tennis Club
Button Contest
Camera Club
Cantata Club

Central Board
Clothing Account (Uniforms)
Crafts Club

Chess Club
Choral Club
Clio Club (Political Sec.)
Classica Sodalitas
Cross Country Team
Entre Nous

Football
Garden Club
Garrick Society
General Committee
Girls Basketball
Girls Hockey
Girls Sketch Club
Girls Swimming Club
Girls Tennis Club

Girls Suffrage Club
G. O. Administration
Gun Club
Infirmary

Ice Hockey
La Crosse

Mandolin Club
Monday Club (English)
Monroe Club (History)
Natural History Club
Orchestra

Ordinates (Geometry)
Philatelic Society
Piano Fund
Public Speaking Club
Poster Committee
Purchasing Agent
"Q" (Quartette) Club
Radio Club
Reserve Fund
Red Cross
Rifle Club
Sans Souci
Senate (Boys Debating Club)
Service Club
Soccer
Societas Horatia
Somerville Club (Science)
Studio Club
Professional Associations
Track Team
Travellers Club
Trustees

Witan (Girls Debating Club)
Xila (Art)
X. Y. Z. (Mathematics)

ARTICLE II

Section I.

1. Any student or teacher of Erasmus Hall High School may become a member of the General Organization upon payment of dues for the current term.

2. The dues shall be twenty-five cents for each term.

3. Membership in the General Organization shall exempt a person from all initiation fees and dues in any club, association or society maintained by the General Organization.

ARTICLE III

Section I.

The officers of this Organization shall consist of—

1. A President, a Vice-President, and a Secretary, chosen from the student body as herein provided.

2. A Treasurer, appointed from the faculty by the Board of Trustees.

3. An Honorary President, selected from the faculty by the newly elected officers.

4. The Principal of the School or, in his absence, the Vice-Principal.

5. A Purchasing Agent, appointed from the faculty, by the Board of Trustees.

Section II. The duties of officers.

1. The President shall (a) preside over all meetings of the General Organization, (b) serve as Chairman of the Executive Committee, (c) preside over the Nominating Convention, (d) serve as Chairman of the Board of Elections and (e) serve on the Board of Canvassers.

2. The Vice-President shall (a) become President in case the office of the President is vacant, (b) perform the duties of the President in his absence, (c) serve on the Board of Elections, (d) serve on the Board of Canvassers.

3. The Secretary shall, (a) keep the records of all meetings and elections of the General Organization, (b) serve as secretary of the Executive Committee, (c) serve on the Board of Elections, (d) serve on the Board of Canvassers.

4. The Honorary President shall (a) act as the President's confidential adviser, (b) perform the duties of the President in the absence of both the President and the Vice-President, (c) serve on the Board of Elections, (d) serve as Chairman of the Board of Canvassers, and (e) approve bills presented by organizations recognized by the General Organization.

5. The Treasurer shall (a) receive all funds of the General Organization and keep a record of them, (b) deposit all funds of the General Organization in a bank or banks approved by the Board of Trustees, and pay all approved bills by check upon such banks or bank, (c) make such expenditures as have been duly provided for by the Executive Committee or by the Board of Trustees, (d) render a report of all funds held by him to the Board of Trustees once each term or whenever ordered by them to do so.

6. The Principal, or, in his absence, the Vice-Principal, shall (a) appoint the Board of Trustees and act as its chairman, (b) order meetings of the General Organization (c) appoint the Athletic Committee. He may (d) order special meetings of the Executive Committee, and (e) approve or disapprove all resolutions of the Executive Committee.

7. The Purchasing Agent shall (a) make all purchases for organizations recognized by the General Organizations, (b) purchase all school medals approve by the Executive Committee, and (c) approve all bills connected with such purchases.

ARTICLE IV

The Executive Committee

Section I. The Executive Committee shall consist of the Honorary President and the elected officers of the General Organization, and the President or a duly authorized representative of each of the organizations supported by the General Organization, of whom three shall constitute a quorum.

Section II. It shall be the duty of the Executive Committee—

1. To decide upon the application of all clubs, associations and societies for recognition and support by the General Organization.

2. To pass upon the claims of the several subordinate organizations and to determine the amount to be appropriated for each subject to the approval of the Principal, or, in his absence of the Vice-Principal, and limited to the estimated income from the dues of the current term. In passing upon appropriations each President or representative of a subordinate organization shall have a voice and vote only in the appropriation for his own organization.

3. To make further appropriations from all moneys received by the General Organization during the current term.

4. To appoint any committees, not otherwise provided for by this Constitution, for carrying on the business of the General Organization.

ARTICLE V

The Board of Trustees

Section I. The Board of Trustees shall consist of the Principal of the School, or, in his absence, the Vice-Principal, the President of the General Organization, the Honorary President of the General Organization, and three other members of the faculty appointed by the Principal, or, in his absence, by the Vice-Principal.

Section II. The duties of the Board of Trustees shall be—

1. To invest the funds of the General Organization.

2. To make expenditures when deemed necessary from the funds of the General Organization beyond the income and dues for the current term.

3. To appoint managers or committees for athletic, literary, dramatic, or other subordinate organizations requiring special funds and special management.

4. To approve or disapprove all contracts made by such special managers or committees.

5. To audit the accounts of all such managers or committees each term.

6. To audit the accounts of the Treasurer of the General Organization each term.

ARTICLE VI

The Athletic Committee

Section I.

1. The Athletic Committee for each term shall consist of the General Committee, the faculty manager and the student manager of that team.

2. The Athletic Committee shall supervise all branches of athletics recognized by the Executive Committee.

3. The Athletic Committee shall (a) determine eligibility of candidates for membership on school teams, (b) appoint captains and managers of school teams, and (c) decide all matters relating to the conduct of athletics, subject to the approval of the Principal, or, in his absence, the Vice-Principal.

Section II.

The Athletic Committee shall have power—

1. To direct the conduct of all recognized branches of athletics in the school.

2. To suspend or remove at its discretion any member of a school team.

3. To provide requirements for the awarding of the school letters or other rewards for success in athletics.

ARTICLE VII

Appropriations

Section I.

1. Each club. association, or society, supported by the General Organization desiring money for the term shall submit to

the newly elected Honorary President or the Secretary within one week after the election an application in writing, giving in detail the uses to which the money is to be applied.

2. The Executive Committee shall make appropriations, not to exceed the estimated income for the term from dues, subject to the approval of the Principal, or, in his absence, the Vice-Principal.

ARTICLE VIII

The Nominating Committee

Section I.

1. There shall be held a convention of all members of the General Organization in the main school on one of the first four Mondays in the term selected by the Principal.

2. The retiring President shall preside over the convention.

Section II. The business of the Nominating Convention shall be as follows:

1. Nominations shall be called in the following order: (a) President; (b) Vice-President; (c) Secretary.

2. Any student in the main school may be nominated for President, Vice-President, or Secretary, provided he is a member of the General Organization.

3. Every name put in nomination shall be presented in a nominating speech from the platform, followed by one or more speeches from the platform seconding the nomination. There shall be no nominating or seconding from the floor of the house.

ARTICLE IX

The Board of Elections

Section I.

1. The Board of Elections shall consist of the President (Chairman), the Vice-President, the Secretary, and the Honorary President.

2. Vacancies on this board shall be filled by persons selected by the Honorary President.

Section II. The Board of Elections shall prepare the official list of candidates, the official ballots, and the authorized ballot-boxes or envelopes, and shall deliver them to the class teachers and the supervisor in the office before one o'clock of the day of the election.

ARTICLE X

The Board of Canvassers

Section I.

1. The Board of Canvassers shall consist of the Honorary President (Chairman), the President, the Vice-President, and the Secretary.

2. Vacancies on the board shall be filled by persons selected by the Honorary President.

Section II. The Board of Canvassers shall pass upon all ballots cast and shall announce the result of the election as provided in Article XI, Section II, Sub-division 5.

ARTICLE XI

The Election

Section I.

1. The election shall be held at 2:15 p. m. in each class room in the main school on the day following the Nominating Convention.

2. All members of the General Organization in the main school may vote for President, Vice-President, and Secretary.

Section II. The order of election shall be as follows:

1. The teacher of the class shall preside over the election in the class room and shall appoint two tellers to assist in distributing the ballots and counting the votes.

2. The Honorary President shall provide a supervisor and a teller in the office and supply them with ballots for the votes of the teachers not in charge of classes.

3. Only the ballots and ballot-boxes or envelopes duly provided by the Board of Elections shall be used in the election.

4. When the votes have been counted, all ballots shall be placed in the ballot-box or envelope by the class teacher and sealed in the presence of the class. The result of the vote of the class shall be affixed to the ballot-box or envelope and the latter shall be delivered by the teacher to the Board of Canvasses on the stage of the Auditorium as soon after 2:30 as possible. The supervisor of voting in the office shall be similarly responsible for the preparation, and delivery of the ballot-box or envelope in his charge.

5. The Board of Canvassers shall canvass the ballots publicly on the stage of the Auditorium and the Honorary President, as chairman, shall announce the result as found by grades. He shall also declare the final result of the election as soon as it shall have been determined.

ARTICLE XII

Amendments

Section I. Amendments to this Constitution may be made at any meeting of the General Organization by a two-thirds vote, but shall be subject to the approval of the Principal, or, in his absence, the Vice-Principal.

STATEMENT OF RECEIPTS AND EXPENDITURES IN HIGH SCHOOL LUNCH ROOMS FEBRUARY 1919-JUNE 1919

High School	Total Receipts	Cost of Food	%	Cost of Labor	%	Cost of Management	%	Gen. Expense	%	Profit	%
Bay Ridge	$9,932.76	$6,187.48	62.	2,020.38	20.	$1,082.62	10.	$356.53	3.	$ 285.75	3.
Boys	29,456.77	23,815.03	80.	3,220.45	11.			385.00	1.	2,036.29	8.
Bushwick	18,396.29	13,228.46	72.	2,446.15	13.	1,200.00	6.5	1,042.18	6.	479.50	2.
Bryant											
Commerce	13,510.52	10,068.24	75.	1,330.35	10.	500.00	4.	701.66	5.	910.27	6.
Commercial	16,306.16	11,225.02	67.	2,082.50	13.	1,387.38	8.	463.88	3.	1,147.38	7.
Curtis	3,047.27	2,164.89	63.	868.35	25.			210.29	6.	196.26	6.
DeWitt Clinton	12,304.73	9,013.23	73.2	1,912.10	15.	600.00	5.	219.87	1.8	559.53	4.5
Eastern District	7,166.92	5,582.02	78.	1,167.15	16.	350.00	5.	233.47	3.	165.72	2.
Erasmus Hall	32,085.83	22,069.32	68.8	5,954.00	18.	1,200.00	3.	1,301.38	4.	1,561.13	5.
Evander Childs	10,544.04	7,458.14	71.	1,286.15	12.	700.00	6.6	396.54	4.	703.21	6.8
Far Rockaway											
Flushing	15,376.46	12,059.41	78.	1,756.35	11.	750.00	5.	451.39	3.	359.31	2.
Girls	13,787.00	9,430.00	68.	2,657.00	19.	500.00	3.6	200.00	1.	1,000.00	7.2
Jamaica	5,049.71	3,424.71	66.	1,700.00	32.					75.00	2.
Julia Richman	27,743.42	20,023.64	72.	4,870.78	18.	750.00	2.5	1,124.00	7.	175.00	.5
Manual Training	9,299.84	6,509.94	70.	1,527.90	16	500.00	5.5	313.89	3.	448.11	5.
Morris											
New Utrecht	3,305.94	2,583.70	78.	322.00	10.	368.00	10.	36.00	1.	3.76	.1
Newtown											
Richmond Hill	3,700.74	2,622.02	69.	441.20	11.	500.00	13.			225.52	7.
Stuyvesant	5,868.00							5,574.60	.	293.40	5.
Theodore Roosevelt											
Wadleigh	14,830.00	10,911.00	73.	2,449.00	16.	930.00	6.	324.00	2.	216.00	1.
Washington Irving	15,844.97	11,616.70	73.	2,390.35	15.	890.00	5.6	383.06	2.4	564.86	3.
Grand Totals	$267,645.37	$189,992.95		$40,402.16		$12,208.00		$14,517.74		Profit $10,965.26 Loss $440.74	

STATEMENT OF RECEIPTS AND EXPENDITURES IN HIGH SCHOOL LUNCH ROOMS SEPTEMBER 1919-FEBRUARY 1920

High Schools	Total Receipts	Cost of Food	%	Cost of Labor	%	Cost of Management	%	General Expense	%	Profit or Loss	%
Bay Ridge	$7,414.90	$4,918.69	66.3	$1,257.55	16.9	$595.39	8.	$261.46	3.5	$381.81	5.1
Boys	18,163.68	15,809.47	87.	1,699.60	9.3	250.00	1.4	707.22	.6	297.39	1.7
Bushwick	9,624.95	7,052.91	73.5	1,497.92	15.5	641.66	6.5	339.51	3.5	92.95	1.
Bryant	.....	.....	..	.....	....	.....	..	.....	..	.....	..
Commerce	16,266.00	12,489.00	77.	1,766.00	11.	675.00	4.	928.00	5.5	408.00	2.5
Commercial	19,575.09	13,604.93	65.5	2,263.30	11.5	1,648.55	8.4	649.75	3.3	1,408.56	7.2
Curtis	3,284.54	2,470.01	78.2	774.85	20.5	.....	..	39.73	1.2	.05	..
DeWitt Clinton	16,591.93	13,393.57	80.7	2,080.95	12.5	600.00	3.6	623.13	3.7	105.72	.50
Eastern District	9,112.18	7,407.51	81.	1,026.55	11.	350.00	4.	325.44	4.	2.68	..
Erasmus Hall	20,853.47	14,169.50	68.	3,710.00	17.8	700.00	3.3	933.33	4.5	1,340.64	6.4
Evander Childs	15,724.98	11,672.49	74.3	1,899.15	12.	706.67	4.5	511.73	3.9	834.94	5.3
Far Rockaway	.....	.....	..	.....	....	.....	..	.....	..	.....	..
Flushing	9,485.75	7,468.98	77.	1,417.20	14.7	.....	..	368.49	3.7	231.08	2.
Girls	12,400.00	7,730.00	62.	2,700.00	22.	750.00	6.	220.00	1.	1,000.00	8.
Jamaica	5,392.21	4,285.90	76.7	1,098.40	19.6	.....	..	107.17	1.9	99.26	1.8
Julia Richman	14,776.42	10,950.90	74.	2,699.23	18.	500.00	3.5	1,096.46	7.5	470.17	3.
Manual Training	10,871.74	7,820.46	72.	1,910.20	18.	200.00	2.	280.87	2.	660.21	6.
Morris	.....	.....	..	.....	....	.....	..	.....	..	.....	..
New Utrecht	873.42	695.56	79.6	216.00	24.7	.....	..	6.33	.7	44.47	5.
Newtown	.....	.....	..	.....	....	.....	..	.....	..	.....	..
Richmond Hill	4,772.59	3,381.96	72.	805.25	16.	500.00	10.	.....	..	85.38	2.
Theodore Roosevelt	.....	.....	..	.....	....	.....	..	.....	..	.....	..
Stuyvesant	6,941.30	4,909.14	70.7	1,100.00	15.8	.....	..	413.28	5.9	518.88	7.4
Wadleigh	9,117.28	6,619.78	72.6	1,779.05	19.4	345.08	3.8	124.37	1.4	249.00	2.8
Washington Irving	16,716.40	11,817.51	70.7	2,627.70	15.7	1,215.00	7.29	654.32	3.9	401.87	2.4
Grand Totals	$227,958.83	$168,668.27		$34,328.90		$9,677.35		$8,090.59		Profit $7,913.39 Loss 719.67 $8,633.06	

The lunch rooms of 19 schools are conducted by the General Organization; 4 schools have no lunch rooms and two are operated by a concessionaire.

Here again we have a welfare business enterprise involving the handling of approximately half a million dollars ($495,603.00) a year and managed by committees of students and teachers.

Typical Menus in High School Lunch Rooms

Manual Training High School
Friday, May 7th

Clam Chowder	5c	Tea Biscuits	5c
Baked Mackerel	18c	Egg Salad	6c
Baked Hash	18c	Homemade Peach Pudding	5c
Codfish Cakes	18c	Prune Souffle	5c
Creamed Beef	5c	Custard	6c
Creamed Onions	5c	Floating Island	5c
String Beans	5c	Banana Cake	5c
Tomato Toast	5c	Ice Cream	5c
Macaroni and Cheese	5c	Cocoa	5c

Wadleigh High School

Meat Balls	6c	Chocolate Pudding	6c
Mashed Potatoes	6c	Muffins	3c
Macaroni	6c	Cake	5c
Baked Beans	6c	Bread, one slice	1c
Peas	6c	Fruit	5c
Sandwiches	6c	Cocoa	5c
Rolls and Butter	6c	Milk	5c

During the past two years of fluctuating it has been most difficult to adjust prices so that nourishing food could be supplied without profit or loss. How readily this has been accomplished is shown in the accompanying tables the perusal of which is recommended.

Average Percentage Costs for All Lunch Rooms

	% Food Cost	% Labor Cost	% Management	% General Expense
Year 1918	74.7	15.6	5.6	2.7
Spring 1919	71.4	15.8	5.05	2.85
Fall 1919	73.9	15.	4.1	5.5
Spring 1920	69.	15.	4.4	3.5

Respectfully submitted,

FRANK A. REXFORD.

Reports of High Schools for the Year 1919-20

The Julia Richman High School has submitted an annual report of 316 pages which reflects the varied activities of that school. This report could well serve as a text for the study of the modern high school. I wish it were possible to print the entire report for distribution to the high school teachers of the City in order that they might come to know something of the rich and varied life of this school and realize that it is not a fine building but a unified body of teachers with sympathy and understanding of the young with high ideals of service and a spirit of investigation, of experimentation and testing that makes a great city high school. The report contains such a wealth of suggestions, such a record of achievement of the various departments that I prefer not to select but rather to ask the principals of high schools and other students of educational problems to read the report as a whole in my office. I have come to believe that the making of such a report by the heads of departments to the principal tends to enrich the life of the school. Every year several schools send in such reports and they grow increasingly better. As I read of the experiments being tried out in our schools, of the intense interest shown by the teachers in the constantly changing problems of our high schools, I feel sure that notwithstanding low salaries, poor buildings, crowded classes, double sessions and all of the handicaps of the present day, our schools are growing better each year. When I read that the DeWitt Clinton High School is giving six different courses in English to its graduating classes, that in several of the larger high schools the pupils have been classified according to ability by means of the Otis tests; that content and method have been adapted to the varying abilities of these sections that pupils are thus able to move at varying rates through the school course; that as a consequent of such classification and adaptation of means to the needs of the individual pupil the High School of Commerce has raised the number of first term pupils passing all their work by over one-half, I am led to believe that we are at last discovering again the individual in our schools. May I especially commend as reflecting this study of individual needs the elaborate reports of the DeWitt Clinton High School

of Commerce, Washington Irving, Erasmus Hall and Bay Ridge in addition to Julia Richman.

The most vital portions of these reports are the sections dealing with the classification of pupils by means of intelligence tests.

I take pleasure in reproducing here certain sections of the valuable report of Principal Zabriskie, of the Washington Irving High School:

Vocational Guidance Service in the Washington Irving High School

We aim in this service to stimulate vocational thinking throughout the course and to deal constructively with the educational and vocational interests of the girls.

Obtaining and Recording Information Concerning Vocational Plans

When the girls are admitted to the school from the elementary schools they are requested to write answers to these questions:

1. How long do you expect to stay in school?

2. What occupation do you expect to enter when you leave school?

3. Can we help you in any way?

These replies are sent to me. I examine them and note in the scholarship records (for future reference) the occupation that the girl expects to enter.

Interviewing Girls

I interview immediately any girl who states that she intends to stay in school for a shorter period than that required to complete her chosen course of study. I inquire into the reason for this plan. If the girl believes that for economic reasons she cannot finish her school course, a careful inquiry is made into her home environment and an effort is made to find out the par-

ents' attitude towards the girl's education: Whether there is real economic pressure, whether the parents are anxious for the girl to go to school or whether they are indifferent to more education, or whether the girl is getting restless and wants to earn money and her parents are yielding to her wish to leave school as soon as she has met the requirements of the Compulsory Education Law. If pecuniary assistance appears to be necessary, the girl is offered part-time work, providing she is in good health and there appears to be no probability that her scholarship will suffer through this arrangement; or a scholarship is offered through our Students' Loan Fund or through the Henry Street Settlement Scholarship Committee. If the parents appear to have no interest in High School training for their daughter, an interview with one of them is requested so that information may be given of the conditions in industry and of the limited opportunities for children under sixteen years of age, and of the better opportunities for the skilled worker. The parent is told what postponing the girl's entrance into industry means in terms of health, character and skill and what the material and other rewards of such increased power are. If the girl is pursuing a commercial course or a dressmaking course, the parent is given information about the "cooperative plan," which will introduce the girl into actual business practice in the last half of the third year for which work she receives pay as well as an initiation into actual business conditions, and experience which will be an asset when she goes to her first employment. If the girl herself is indifferent to the advantages of High School, if she is lured by the business school or by the opportunities for immediate wage-earning, an effort is made to stimulate a vocational ambition. She is told of the advantage of a general education and adequate preparation for wage-earning, not only in a higher initial wage but in the number of superior openings available. We attempt to make the girl and her parents understand that we aim to give not only skill but "right habits, methods and ideals." We attempt to make the girl see the relation between their subjects of study and their future work.

1. Sometimes after investigation we find that the economic and social environment of the girl is such as to demand a shorter

course of study than we offer. We aim to direct her into something for which she appears to have capacity and interest, and she is advised to go to the Manhattan Trade School, to one of the shorter commercial courses which our public schools offer, or she is given information concerning other courses of training in the city.

2. Those who are undecided as to a choice of occupation are interviewed and are told briefly about the vocations for women, and are referred to certain books on the subject. They are requested to come to me later for advice when they have had more time to think in terms of their future occupation.

We aim to reach the physically handicapped child during the first term so that girls who are unable to meet the demands of their chosen occupation may be advised to prepare for work for which they are better suited.

3. Girls who indicate that they need "help" are interviewed. They usually want part-time work or advice about their course of study or occupational information. Whatever help they require is given.

The Vocational Guidance Committee of the Henry Street Settlement, the Kips Bay neighborhood Association Vocational Guidance Committee, and the Vocational Guidance Committee of the United Hebrew Charities notify us when pupils in whom they are interested in the elementary schools enter Washington Irving High School. They cooperate in giving us information about the girls, and we in turn help them in their follow-up of the girls in high school.

At the beginning of every term the section advisers are asked to send to me any girls who appear to need educational or vocational guidance, or for whom some social service may seem to be necessary.

Academic girls in the graduating class who have not decided on a vocation are interviewed and advised about the various opportunities open to them and the places for further training if that is necessary.

Interviewing Applicants for Discharge in Order to Prevent Premature Entrance Into Industry

It seems to me that a vocational adviser should start in her work with the almost sacred obligation to the girls to postpone their leaving school as long as possible. The longer childhood is prolonged, the more vigor there will be in womanhood. The broader her general education, the easier it will be for the girl to adjust herself to the demands of her occupation later, and this quick adaptation will be reflected in her earning capacity. The same procedure is followed with the pupils who apply for discharge as with the first term pupils mentioned in an earlier paragraph. (The deputy principals cooperate in sending these girls to me.) In these cases it is particularly necessary to use the community resources so that they may be connected with the needs of the applicant. The Henry Street Settlement has been particularly helpful in providing scholarships for needy pupils. The A. I. C. P., the U. H. C., and the U. S. Employment Service are some of the outside agencies that have made it possible for girls to continue in school.—Many of our girls have found it possible to stay in school through the part-time work provided by our placement bureau.—Girls who are "tired of school" are questioned closely, particularly if their scholarship is not good. The cases of failure are carefully investigated and, frequently, a girl who was discouraged through failure or through misunderstanding or lack of adjustment of school conditions, will stay when the situation has been cleared up for her—sometimes she is without capacity for the work that she expected to do, and she is then directed into something within her reach.—If, after all these efforts have been made, the girl and her parents insist upon her discharge, the girl is not allowed to depart until she has been advised as to the opportunities which the city offers for further training.—Nearly always the girl who wants to work has definite employment in view. If the work appears to offer no opportunity for further training or advancement, we advise against her taking it and try to place her through our own bureau; or if she has not any position in mind, we try to help her to obtain work. She is urged to write to our Placement Bureau to let us know about her success in business.

Vocational Information

At the request of teachers, usually during the English recitation periods, I have talked to the girls about various vocations for women, about the necessary educational and personal qualifications for the work, the places for further training, opportunities for placement, and the material and other rewards. The girls have used these talks in their composition work. The aim is to stimulate vocational thinking.

Investigation of Vocational Opportunities

Through visits to commercial and industrial establishments a picture of the industry is obtained so that it may be brought vividly to the girls. The questionnaire method has also been used in getting vocational information; e. g., inquiring into opportunities in tearooms for girls with domestic science training.—Special efforts have been made to get openings for colored girls, the girls physically handicapped, and for Jewish Sabbath observers who are particularly hard to place in industry.

Evening Conferences

I am making an experiment in having an evening office hour once a week, for the purpose of interviewing parents who may want to talk over plans for their daughters' welfare. It may be that at these conferences I may be able to point out the danger of allowing their daughters to drift into employment without forethought and plan.

Plans for Next Term

Next term I hope to have wider contact with the elementary schools that send us pupils in large numbers so that the graduating classes of such schools as are not reached by vocational advisers, may have more definite information not only about our courses of study but about the occupations to which they lead.

A Suggestion

I feel so strongly the value of this work for the girls and the need of vocational and educational guidance in every school, that

I am presuming to suggest that this plan of work be extended so that every high school in this city may have an opportunity to offer this service to their students and to reach down to the elementary schools that feed them, to the end that their graduates may choose their courses of study more carefully. The elementary schools especially need vocational service for the children who apply for discharge.—I should be glad to help any representative of these schools in working out a plan similar to ours. I believe that with a careful vocational choice and provision for helping children to stay in school, there will be a big decrease in "human waste."

MINNIE KEIL.

Physical Training in Washington Irving High School

In my report of 1918 I showed what was being done for the health of boys in the DeWitt Clinton High School. This year I submit an account of the very vital work for girls done by teachers of physical training in the Washington Irving High School.

Physical Education:—Every student in the Washington Irving High School is examined by the school nurse once each term. The examination is made in the office of the school nurse, a central, well-lighted room having been assigned for her exclusive use by the principal. The assignments for appointments are made by the physical training teachers, and there is direct cooperation between the department and the nurse.

The nurse makes

1. Inspection of the girls' heads.
2. Examination of the teeth to detect cavities, decayed roots, green deposits, tartar, diseased gums.
3. Examination of tonsils to discover those that are diseased, enlarged or imbedded.
4. Examination of other glands.
5. Examination of skin.
6. Examination for anaemia.
7. Inspection of eyes (not the vision test by Snellen chart).

After the initial examination, students whose heads are unclean or who have been found to be suffering with any of the above defects are required by their physical training teachers to report to the nurse at stated intervals. A record is kept of each visit and the student's cooperation in

complying with the nurse's requirements is a factor considered in her physical training rating. The emphasis of the work in physical training is largely hygenic, emphasis being put upon the practical application of the rules of correct living.

The nurse is on duty at the Washington Irving High School from about 9 A. M. to 5 P. M. with the exception of one and one-half hours spent at a nearby boys' high school.

She also takes care of students who become ill in school, and a room adjacent to her office has been equipped as a students' sick room.

The students of the entering class are also, if their parents' consent is obtained, examined privately by physical training teachers. Every physical training teacher carries on her program as regularly assigned work three periods for this work. The examination is made in the physical training offices, the separate compartments permitting the utmost privacy. The girl is asked to remove her middy blouse. When the back is examined, the girl is asked to slip down the underwear so that the examiner may have a clear view of the spinal column. An inspection is then made of the posture, anteroposterior exaggerations are brought to the student's attention and she is taught how to correct her particular faults; exercises are assigned; and if the teacher thinks it necessary, the girl is sent to one of our corrective classes or to the one at Teachers' College, Columbia University. All this is noted on the card. When scoliosis is found, the student is assigned to one of the following places:

1. The class in corrective gymnastics at the new Y. W. C. A. at 53d Street and Lexington Avenue, where excellent treatment is given for a nominal sum,—fifteen (15) lessons for three dollars ($3.00).

2. The class in corrective gymnastics, Physical Education Department, Teachers' College, Columbia University. Free.

3. New York Orthopaedic Hospital. Free.

4. Hospital for Ruptured and Crippled—East 42nd Street. Free.

5. Hospital for Deformities and Joint Diseases. This clinic very kindly consented to take during the morning those of our girls who were unable to attend other clinics because they had afternoon session in school.

All of these clinics and institutions have been visited and the teachers of corrective gymnastics interviewed. In all cases we have received hearty cooperation. Unusual arrangements are made by the clinics to have our girls assigned to certain physicians.

Where the parents request us, the names and addresses of orthopaedic surgeons are given.

At the suggestion of Miss Alice Morrissey, chairman of the physical training department, the Young Women's Christian Association at 53d Street and Lexington Avenue, which opens a new Normal School of

Physical Training in September, will organize in connection with this school a clinic in corrective gymnastics at an hour to accommodate our afternoon session students. The class will be free. This will round out the work which has been done at Teachers' College for our morning-session students.

For the first time this term we have been able to have the heart examined. Dr. Louise Dithridge of the biology department devoted two periods a week to the examination of the hearts of the 1A students.

Number of students examined	4416
Number of students with unclean heads	1323
" " " " one or more decayed teeth	728
" " " " diseased membranes of the eye	130
" " " " anaemia	156
" " " " goitre	62
" " " " enlarged or diseased tonsils	56
" " " " having eruptions of the skin	42
Number of 1A students examined	1004
" " " " with poor posture	510
" " " " with lateral curvature of the spine	175
" " " " receiving treatment at clinics	101
" " " " sent to Y. W. C. A.	42

Recommendations

1. That proper provision be made either by the assignment of extra teachers or the reduction in the student load to properly handle the problem of the detection and correction of physical defects.

2. That a city-wide campaign be inaugurated to handle the problem of pediculosis. The situation is becoming worse. Students come to the high schools who give evidence of not having had the proper supervision in this respect. The homes seem inadequate to handle the problem and the private agencies that make a business of it do so under most unhygienic and unwholesome conditions. Stations might be opened by the Board of Health where free of charge or at a nominal fee, students may receive proper treatment.

The number of cases of pediculosis is much in excess of the number reported last year. The increase may be attributed to the unusual absence of students because of the influenza epidemic and to a short illness of the Department of Health nurse, with the consequent student deprivation of special inspection and advice. Our statistics show that since 1914, when approximately 33 1/3 per cent of our students had pediculosis, there has been steady progress in the school's condition until this year. Letters were sent to principals of elementary schools calling attention to the large numbers of entering students with pediculosis, and better cooperation has been secured. All the heroic measures taken, however,

are not sufficient. As a safeguard to students generally, the more serious cases of pediculosis are recommended for exclusion from the school by the nurse, but the lack of home assistance occasionally makes exclusion of doubtful value to the individual concerned. The recommendation, therefore, of an effective means of dealing with this whole situation is urgently submitted.

Establishment of Leaders' Classes in Physical Training

Two hundred to three hundred students have been selected by their physical training teachers on the basis of character and personality to be trained as squad leaders. These girls will receive in addition to their regular physical training work, one period a week of instruction in advanced physical training and in methods of teaching and handling a squad.

In the fall, the entire corps of physical training classes will be organized on a squad basis. Every recitation class will be divided into groups numbering fifteen students, each under the guidance of one of these trained leaders.

This system, we hope, will result in a more socialized type of physical training. The work will be more vital, more interesting, will give opportunity for display of initiative and provide situations for bright students to exercise leadership. There will be more extensive use of the apparatus and greater opportunity to teach games and athletics. It ought to correct many of the evils attendant upon the teaching of large groups under one teacher who is without assistance; inability to really know individual students and the lack of opportunity for students with talent to be given advanced work.

How Washington Irving High School Stimulates Interest in Domestic Arts

The girls in the third year classes have been particularly fortunate this year in having designers of unusual experience and talent interested enough to come to the school and meet classes. We can collect all the girls of one grade in our room 301 where we have these special demonstrations. Mrs. Anna Spencer Riordan, who for several years has been the head of the Klaw & Erlanger Costuming Shop, is a graduate of our department. She came to us in April and talked to the girls. She told them what the opportunities are in the field of costume design and the possibilities there were for the young workers. She is much interested in our girls and encouraged them to work hard in their line of work. She said, "Girls, when I started to work I had

to work nine and ten hours a day for $7.50 a week and now I earn $7,500 a year." Mrs. Riordan offered a prize for the best sketch showing an entirely original design that could be used for a theatrical costume. All the girls in the 3A and 3B classes submitted designs. The prize was awarded to Celia Berick for a telephone costume. Eight girls were especially commended and given advice about the line of work they seemed most fitted for.

Early in May, Mrs. Wittenberg, head of the firm Alphestein & Wittenberg, manufacturers of high grade dresses for women, came with three of her workers. The three girls who came with Mrs. Wittenberg are all graduates of our department and are now in responsible positions as drapers and designers. Mrs Wittenberg wished to show the classes the process of making a dress in a manufacturing establishment. In one hour the three girls made and draped on a figure a charming dress. It was entirely finished with the exception of a few hand stitches. Mrs. Wittenberg then designed and draped another dress, showing what the designer must do before a dress goes to the hand of the sample maker and cutter. It was a great inspiration to all of us.

Excursions

All classes have been on excursions, the 2A groups to department stores to visit special departments and to observe certain garments, the 2B groups to pattern and fashion shops. The 3A girls were taken to the Metropolitan Art Museum to see laces, costumes, pictures, etc. The 3B classes were taken to the American Art Galleries for some wonderful embroideries, textiles, laces, etc.

Cooperation

In all the many entertainments that are given in the school, the sewing girls help more or less with the making of costumes. All the odds and ends of sewing, like the making and repairing of bands worn by the class officers, come naturally to us. When they reach the hundreds we make use of them for tests in speed and skill. This we also do every term when we make the 1,000 cooking caps needed by the domestic science department.

Dramatic Arts

The Washington Irving Players, the dramatic club of the elocution department, has maintained a continuous existence since its organization in 1914. Each term one division of the club meets at an hour to accommodate morning session students; the other at a time to accommodate afternoon session students. Formerly, each division met at least one period a week; now each meets at least two periods a week. The present live register of the club is one hundred and six, forty-six of whom attend the morning meeting, and sixty the afternoon. Each division has its director, one of the teachers of the department, who gives at these general meetings period class instruction in the dramatic arts. She also coaches the plays the clubs prepare for public presentation, much of such work necessarily being done outside the general meeting periods. Among short plays recently studied and produced are: "The Foam Maiden," "In Witchcraft Days," and "Snow Witch," by C. D. Mackaye; "Grammar," by Labiche, and "Sweethearts," by W. S. Gilbert; among longer plays, "Twelfth Night," "Mice and Men," and "The Bird's Christmas Carol."

Dramatics in Evander Childs High School

Early in the year a committee was appointed to develop and direct the work of dramatics. The committee organized the student body into five divisions. There were dramatic organizations formed in the First Year, the Second Year, the Third Year, the Seventh Term, and the Eighth Term. For each of these organizations there was a sub-committee of teachers appointed, which consulted with the student members as to the plays to be selected, which held try-outs to determine the players, and which coached the acting and managed the production. Dramatic productions during the term have been as follows: a. Three invitation performances of plays prepared by the Second and by the First Year organizations—two performances by the former and one double bill by the latter. b. Three assembly performances, one by the Second Year and two by the First Year organizations. c. Three plays given as a triple bill (called the Festival Plays) on the Dramatics Day of the Dedication Celebration. There were three performances of this production. One of the plays was given by the Seventh Term organization, and the other two by that of the Third Year. d. The Senior Play by the Eighth Term organization, and the other two by that of the Third Year. d. The Senior Play by the Eighth Term group. There were two performances of this. e. Two per-

formances of a comic opera produced by the Third Year organization. f. A Class play given by the Commercial Seniors. Among these productions were Alfred Noyes's "Sherwood," Anatole France's "The Man Who Married a Dumb Wife"; W. E. Howell's "The Sleeping Car"; Stuart Walker's "Six Who Pass While the Lentils Boil"; Lord Dunsany's "Golden Doom"; Arthur A. Penn's "Yokohama Maid" (the comic opera), and Lady Gregory's "Spreading the News." Aside from the training of the players, there was much work to be done in the mechanics of the stage equipment. The new building was erected without the slightest provision for a stage, and the platform is ill adapted to theatrical performances. Three teachers from the art and shop departments have performed wonders in providing an artistic stage setting to all the plays. This consists of large screens of a neutral tint that can be easily moved, and upon which the necessary decorations can be hung. Two of the students have worked out the complex electric lighting problems and have made much of the equipment.

An attempt was made by the committee to develop in the students the power of studying their own parts, that there might be individuality, and that there might be the greatest profit to the student himself. The result is that those taking part in the plays have learned not only to overcome self-consciousness, to practice team work, and to learn clear expression, but they have gained much in the study of literature, and in the development of character.

Economy in Program Making in Evander Childs High School

Our method of program making has been systemized to such an extent that we are able now with very little interruption of school work to have every individual program made out and the school started on the new term without loss of a single day. Last term, individual programs of about sixteen hundred students were completed by a committee of five teachers and ten boys in two school days, the Wednesday and Thursday of the last week of January. No teacher was taken from his classes or other work at any time previous to those days. The result was that the term was brought to a successful close with much less interruption of regular work than had been possible in the past.

URGENT MATTERS THAT SHOULD BE MADE THE BASIS OF EDUCATIONAL POLICIES FOR THE SUCCEEDING YEAR AS SUGGESTED BY PRINCIPAL TURNER OF BAY RIDGE HIGH SCHOOL

Current Events

It was forcibly impressed upon me during our work on the World War that what is everybody's business is nobody's business. The result is that unless pupils are taking history with some wide-awake, up-to-date teachers they do not develop any interest in what is happening in the world. I have been wondering how a school could best be kept up on Current Events. To be sure, a Current Events Club, the English classes and the assembly periods are very effective means for doing this work, but even at their best they are rather indefinite and unsystematized. In many schools the members of the History Department, although they are interesting teachers and possessed of the facts, are not able to give talks in Assembly that are vital.

Would it be possible to attach to the high schools a few fine lecturers on Current Events who could, once a month, systematically visit the schools and devote one Assembly period to a talk on Current Events? This would then be a regular part of the year's work, and if we had lecturers as fine as those at the Brooklyn Institute or in some of the Lecture Centers, the pupils would all be stimulated and kept up to date.

Civic Activities

The recent participation of the pupils of the high schools in the various drives has demonstrated that this is one of the very best ways to help a girl or boy live in the real world of affairs. It would be a calamity to allow the pupils all to slip back into the pre-war routine of confining their interests within the four walls of the school. Fortunately, in this district the memorial to the boys is to take the form of a new hospital, and there will be some interest in this community problem for the rest of the year. However, it would seem a very wise policy for the educational authorities and the members of the various city depart-

ments to cooperate on the question of city problems for school children. Campaigns and drives should be looked upon by the schools as wonderful opportunities and welcomed as tasks set the schools by the city authorities. If this program could be encouraged we would have fewer of the undesirable, isolated, selfish citizens in the future. A citizen loves the city which he has helped to build.

Personal Conferences With Graduates of Elementary Schools

In January, 1919, a Committee on Admissions consisting of five teachers was appointed in the Bay Ridge High School whose duty it was to interview and get into friendly conferences with each applicant from the Elementary School. Through the co-operation of the District Superintendents and Principals of the Elementary Schools, a schedule was arranged for the 500 applicants so that each one of them had a personal interview with a teacher who could intelligently answer questions in regard to the course of study and advise the girls about their work. These interviews were given privately so that the girls felt free to talk about their plans, their homes, and themselves. A few of the girls were accompanied by their parents who added greatly to the value of the conference. Some very valuable information was gained from these interviews and committed to library cards which were placed on file. The committee found about 25 girls who were simply waiting for their 14th birthday when they were going to leave school. These girls were given a modified program by which they could get Typewriting and Business Practice, Community Civics and English so that they might be ready to do something when they dropped out. The report at the end of the term is that they have done remarkably well and will probably stay through the year. A few girls with artistic ability were discovered. Two girls have decided to prepare for medicine; one wished to prepare as a chemist. Among the others were private secretaries, designers, dressmakers, domestic science teachers and about 30 teachers. All of this work was done during Regents week and the teachers employed at it were practically freed from all other work. This beginning class entering

January, 1919, seemed to affiliate with the school more quickly than other preceding classes, and we feel that the conferences were in a way responsible.

Decrease in Home Study

The problem of excessive home study has been partially solved in our school program by establishing a period a day and sometimes two periods a day for study under the direction of the subject teacher. This program, which was an experiment, has been so satisfactory that we are inclined to look upon it as a permanent arrangement. Each period of the day is doubled once during the week so that each teacher has each class a double period once during the week. This extra period is devoted to study by the pupil. This gives the teacher:

1. An opportunity at least once a week to privately help absent or backward pupils;
2. An opportunity to ascertain whether her assignments are too long or too short;
3. An opportunity to direct the method of the pupils study.

For the average normal girl it means that the subject is finished for the day and that no home work is expected to be done. The average girl carries four prepared subjects, and outside of the double periods has from two to five study periods in school. If each subject teacher assigns 45 minutes home study, an average of 1.45 or 3 hours would be the study time out of class required. The following arrangement reduces it from one and one-half hours to two and one-quarter hours a day.

	Period	Mon. Class Rm	Tues. Class Rm	Wed. Class Rm	Thurs. Class Rm	Fri. Class Rm
8:54- 9:34	1	English	1 English	1 English	1 English	1 English
9:38-10:18	1	English	2 History	2 History	2 History	2 History
10:22-11:02	2	History	2 History	3 P. T.	3 P. T.	3 P. T.
11:06-11:46	3	P. T.	3 P. T.	3 P. T.	4 Assembly	4 French
11:46-12:21		LUNCH	.....	.....	.....	.....
12:25- 1:05	4	French	4 French	4 French	4 French	4 French
1:09- 1:49	5	.....	5.....	5 Drawing	5.....	5.....
1:53- 2:33	6	Science	5 Drawing	6 Science	6 Science	6 Science
2:37- 3:17			6 Science		6 Science	
Average Home Study ¾ hr. per subject..		History Science 1½ hr.	English Science 1½ hr.	English French Science 2¼ hr.	English History 1½ hr.	English History Science 1½ hr.

Stenography in the First Year—Morris High School

For some years an experiment has been conducted in the Morris High School of giving stenography to first term students in the three years commercial course. These students have been given ten periods a week of stenography and typewriting. As the wisdom of giving this course has been questioned by teachers in other schools, I made inquiry on June 23d of Principal Bogart, of Morris High School, and of the first assistant who was in charge of this work, and I have received the following reports which, based on several years experience, bear out the conclusions to which teachers of stenography in this city have generally come.

Principal Bogart reports: "At a joint conference of the Commercial Department and the Department of Stenography and Typewriting, it was the consensus of opinion that stenography is best deferred until the second year. Typewriting may well be given in the first year. Our experience this term confirms our decision."

Miss E. M. Hagar, now of Theodore Roosevelt High School, formerly chairman of the stenography department of Morris High School, thus writes:

"In the matter of teaching shorthand to first term students four years' experience with that experiment determines that I advise against it.

"The students who have six terms of shorthand undoubtedly know more of it than those who have four, but they cannot do enough better work to justify the devotion of an entire year to it. The student in the first year is too immature, too unfamiliar with methods of study and application, and too deficient in English to accomplish anything like as much as second year students. To get even such results as we have from them, we have had to work them much too hard. It seems apparent that more students leave school because of the difficulty to them of the subject, than are kept in school because they wish to learn shorthand in that year.

"In my judgment, it would be wiser to postpone the study of shorthand, not only to the second term, but to the second year."

In view of this testimony which confirms the results of earlier investigations, I recommend that stenography be not given in the first term. The difficulty does not lie with stenography but in the pupils' lack of English. It is hoped that predetermination tests may be devised which shall serve to eliminate certain students who are incapable of successfully studying stenography. At present we are wasting many thousands of dollars in enrolling in stenography classes children who by reason of physical defects, deficient personality, or lack of command of English, can never hope to become acceptable stenographers. Because of the presence of such pupils in stenography classes we are compelling the other students to take from one-third to one-half more time for their preparation than is really required. Principals should make every effort to prevent this waste which is now so common.

Boys' High School

To maintain the standard of the school in matters of scholarship has been our chief aim during the year just closing. This effort it seems has been successful, in spite of the fact that we have employed a great many inexperienced substitutes in the places of men in war service. This success has been brought

about in a large measure because of the fact that Chairmen of the Departments and myself have spent an unusual amount of the time in classrooms and in helping younger teachers to strengthen themselves in their work.

Special effort, too, has been made throughout the year to help the weak boy by classifying him properly and by then giving him instruction out of school hours. Chairmen often accomplished much for the slower students by personal conferences and in many cases by re-arranging schedules of individuals, dropping a subject here, doubling there, and in general making sure that no boy was attempting more than he could do well.

It has been our avowed purpose that in each recitation there should be careful and definite instruction concerning the lesson for next day, so that the pupil could study by himself to advantage, and could properly be held accountable for adequate preparation. We insist that from ten to fifteen minutes be spent in each period in what might be called "supervised study of the new assignment." In this valuable work, we have made a real advance.

Principal Janes reports the following definite plans for carrying out these aims for the coming year.

The great problem in this school is not so much how to turn out scholars but rather how to establish habits of politeness, courtesy and gentlemanliness. In these days of change and unrest, there is a growing feeling of freedom and chafing against restraint, which must be checked if the boys of today are to be law-abiding citizens of tomorrow. Parental control is functioning less and less, with the result that a greater and greater burden is being thrown upon the school. Parents seem to be losing their power to control their children, and are prone to throw up their hands in despair when told that the school looks to them for help. This condition necessitates the employment of every means possible to make a constructive contribution toward arousing social consciousness. To meet this need, we have attempted a spirit of cooperation between students and teachers by the encouragement of outside activities, by taking the student body into our confidence when instituting changes, by the rather extensive use of students in school government through

our Service Club and through our allied activities (G. O.), of which every boy and teacher is this year a member, for the first time in our history.

To counteract the spirit of social unrest, we have worked through our Uncle Sam Association, originated and controlled entirely by students, which has a membership of 99½ per cent of the student body, who have voluntarily and without coercion consented to the following pledge:

1. To respect and reverence my country's flag as the symbol of liberty and order.
2. To support and maintain in every possible way the constitution and laws of the United States and the State of New York.
3. To uphold in every way possible to me, by word and deed, the President, Congress, and the Courts of the United States, the Army and Navy, and all legal authorities.
4. To endeavor by every possible means to emulate the examples of self-sacrifice and service set by those who founded and those who maintained and are maintaining our Nation.

II. Plans for Further Progress

For next year, we plan through a committee which is now working out the details, to apply to a considerable extent certain efficiency tests, by which we hope, for instance, to be able to discover just where a boy's weakness or strength lies, for example in third year Latin, whether it be in syntax, in forms or in vocabulary. If it is possible to state and apply proper tests for reading and arithmetic in the lower grades, it seems certain that the same can be done for Algebra and Latin. We propose to work for certain definite aims. To decide just what abilities a pupil should have at a given stage, and then measure individual accomplishment by properly prepared tests.

We shall also carry into effect much more generally a plan for adjustment of boys into slower and faster sections. The program for next term is now being made with this end in view. Fortunately, this can be done to the best advantage in the lower classes in which there are a large number of sections and where the need is greatest. For entering boys, we shall proceed on something like the following plan:

1. At the beginning of the term ask teacher to note especially the ability of the boys.

2. At the first report, have teachers group boys according to their ability to continue the subject.
   Then adjust programs so as to form class of the same ability.

3. At the end of the term ask teachers their opinions, with reasons, of the value of the general principal of adjustment, and their suggestions for any modification of the plan.

4. During the term keep detailed record of reasons for discharges. At the end try to determine what percentage left because of some misfit.

A School Paper That Pays—An Example of Skillful Management and Wise Use of Pupils

The monthly magazine published by the students of the Commercial High School, is called "The Ledger." It has existed for fourteen years. It is carried on by a Board of Students with the assistance of a faculty adviser. Month after month it has brought out a bright, interesting magazine which is eagerly purchased by the pupils. The circulation averages 90 per cent of the entire student body.

Financially, the magazine, "The Ledger" not only supports itself but produces a very neat revenue. Some years ago the management of the school paper conceived the idea of beautifying the school building by means of pictures placed in various halls. About two years ago they undertook a very ambitious task, namely, that of placing in the auditorium two large mural paintings. These paintings are each 16x18 feet, representing "Ancient Commerce" and "Modern Commerce." The cost of these paintings runs into thousands of dollars, but nearly all of the money was furnished from the profits of the school paper. These pictures now adorn the walls of the assembly hall and are a source of pride and satisfaction to all connected with the school.

Pupils Like Real Work

Last fall we conceived the idea of having the boys in the shop do real work. Instead of making various arbitrary articles as prescribed in a course, pupils under the direction of a shop

teacher make needed repairs to the furniture about the school building and make for the school various things needed. For illustration—when school opened last fall, there were about four hundred broken seats in our auditorium. It seemed impossible to get repairs made through the usual channels and our shop boys undertook the task and have put the auditorium in perfect order and have kept it so throughout the year.

The boys' lunchroom has for several years past very much needed additional tables. Our boys of the shop this term have made forty large tables for this dining room, which are now used and add immeasurably to the good service of the lunchroom.

These are but illustrations of some scores of "jobs" that the boys have undertaken and carried through successfully.

The best part of it all is the great convenience to the school in having this work done, and the actual saving of more than a thousand dollars of expense to the city. The best result of this work has been the entire change of attitude towards shop work. No group of boys in the entire school has been more enthusiastic or happier in its work. All boys who complete a piece of real work and get a good grade on it from their teacher, are as proud as little kings, and they feel that that part of the school is really their own, for they "made it."

The Scholarship Drive of Curtis High School

In May, 1918, after the very successful Third Liberty Loan Campaign, it was suggested that we capitalize the interest and enthusiasm aroused in this drive by launching at once a so-called Scholarship Drive. The plan was to make the drive more or less a competition for the individual, for the room as a unit, and for the Class (Year) as a unit. Accordingly the plan provided for three types of honors:

(a) The individual honor. To describe this it is first necessary to describe what is meant by the Honor Roll in this school. To have his name on the Honor Roll a pupil must comply with the following conditions:

1. A pupil must have failed in no subject.

2. Unprepared subjects are not to be counted.

3. Except during the last year, only those subjects may be included for which school points have not already been received. During the last year in school, a subject repeated with the consent of the grade adviser may be counted for the actual number of periods on the pupil's program, e. g., if a senior is in a 1B Biology class three periods a week, IB Biology may be weighted as a three period subject only.

4. (A) If a pupil is taking eighteen hours or more of prepared work he must have an average of at least 80% in his best 18 hours.

(B) If, with the consent of the grade adviser, a pupil is taking fifteen, sixteen, or seventeen hours of prepared work and no more, he must have an average of 85% in his best 15 hours.

As the individual honor, at the end of each term a certificate is presented to that pupil who shall have obtained the highest place on the Honor Holl.

Academic Honor Rooms.—The basis for this computation is as follows: If a room contains 40 pupils, and each pupil is carrying four prepared subjects, the aggregate number of prepared subjects in that room is 160. If, at the end of the term, 144 of these prepared subjects are passed by the room as a whole, the percentage for that room is 144÷160, or 90%. At the end of each term there is placed in the front hallway a roll of the "Academic Honor Rooms." The list for term ending January, 1919, is given below:

Academic Honor Rooms

Academic Honor Rooms—January, 1919

206	98.3%	1919	107	93.8%	1919
105	96.3%	1919	210	91.2%	1920
108	95.7%	1919	110	91.1%	1921
Aud. 1	94.3%	1921	209	90.6%	1922
			104	90.5%	1921

We find that this is creating a great deal of interest. A single additional subject passed by a single pupil may change the position of that room on this honor roll. It therefore affords a strong incentive for the better pupils in the room to help the weaker ones.

The Special Honor Roll.—Beginning June, 1918, and each year thereafter, the names of those gradutes who have been on the Honor Roll each term during their course, or at least eight terms during the four years' course, or six terms during the three years' course shall be placed upon a tablet which is to be hung in some conspicuous place in the building. In order to obtain this honor a student must have taken all of his work in Curtis High School.

EDUCATIONAL EXPERIMENTS TRIED AT STUYVESANT

A Reform in First Year Mathematics

Developed by Mr. William E. Breckenridge, Chairman

For the past three years Stuyvesant High School has been using for the first four terms a course radically different from the old established arrangement of a year of algebra followed by a year of geometry.

The controlling aim of the new course is: To give the pupil the mathematics that is best for him, whatever the length of his school course may turn out to be. This means making provision for the boy who may remain in school only ten weeks, giving him what he needs most, and at the same time not neglecting the proper training of the boy who will enter college with advanced mathematics. Moreover, it is desirable that these two boys be taught in a single course rather than in separate courses, since the former boy may be persuaded to continue in school until he graduates.

Suppose a pupil can only remain in school ten weeks. What mathematics can we give him that will be of most value to him? If he leaves school and goes to work, he may desire to go to an evening school and study mechanics or physics. He may desire

to read a mechanic's handbook and to know how to use the formulas in his daily work. Whatever he may do for a living, he will find it very useful to know how to use the practical parts of elementary mathematics. This includes:

1. The ability to make a formula, use it, solve it for any letter, and interpret the result;
2. The knowledge of how to measure ordinary plane and solid geometrical figures;
3. Practice in computation including the checking of all operations, until reasonable accuracy is secured;
4. A natural introduction to algebraic work through the motivation of the real problem;
5. Preparation for demonstrative geometry through familiarity with the material of the subject found in the mensuration of practical problems.

The method of work is the project plan. A graded series of real problems captures the interest of the pupil at the start and holds it throughout the course. From the first lesson in which the boy measures the height of the room in which he is sitting, by the use of a simple isosceles right triangle cut out of pasteboard, and in which he makes his own formula, to the more difficult problem of laying out a baseball diamond, involving a quadratic equation, the growth in correct mathematical habits is rapid and the student's interest in doing things at the same time that he is learning to use letters as numbers is much greater than under the old method.

The problems used are of such general nature that they can easily be taught in any type of high school or in the last year of the Junior High School. At the end of ten weeks the student has completed all of the mathematics that can be justified on the ground of general practical utility. The next best thing has seemed to be an extended ability to use the equation in concrete problems. Hence the second ten weeks is devoted to the equations of elementary algebra with applications to concrete problems through quadratics, omitting most of factoring, and fractions, fractional and negative exponents, and most of radicals.

For the second term, plane geometry with its training in forms of reasoning seemed more useful than the abstract part of the

algebra. Hence this term is devoted to demonstrative geometry. In term three, geometry is finished and the Regents' examination passed. Term four is used in completing elementary algebra including the Regents' examination. Beyond term four, mathematics is elective, including the usual subjects required for colleges, and a course in surveying.

The results of this course may be summarized as follows:

1. There is much more mathematical insight and joy in the work than by the old method.
2. From a series of real problems properly organized, better training can be secured than from the ordinary abstract algebra.
3. The Stuyvesant Plan is an easy and natural method of introducing the pupil to the use of letters as numbers in algebra.
4. It is safe as far as Regents' examinations are concerned, as our records show.
5. It is gratifying to find that our course has been adopted by a prominent committee on the Junior High School as the best course for the ninth school year.
6. It is an earnest attempt to make mathematics of most service to the largest number of pupils.

A COURSE IN SHIP DESIGN

Developed by Mr. A. H. Brenzinger,

Naval Architect and Instructor in Charge of the Class

In outlining our course in Ship Design, we have tried to make it as interesting as instructive. The first drawings are of a twelve-foot sailing dinghy. The drawings and calculations include all those required for a larger vessel, and, therefore, by the time we reach the problems of larger ships at the end of the term, the difficulties are all smoothed out and things go easy.

Aside from the development of ship lines and construction, we have taken up the drawing of certain details such as a stern frame for a one hundred foot tug. This gives the boys a very practical sample of shipyard practice.

Then the problem of finding the center of gravity, as we have to do in drawing the ship, puts into practice, we have found, the knowledge acquired in the Physics Department such as that pertaining to levers, to moments, etc.

The boys also make models of the ships they design, some fine specimens having been produced.

We find that the interest taken in this course is quite remarkable. Many boys make a considerable sacrifice in order to take advantage of the course. Also the results are very gratifying. Most of the members of the class are determined to follow ship design as a profession. Many of the boys have taken positions in various ship yards and in offices of naval architects. Two of the boys are taking a course in Naval Architecture at the Lehigh Unixersity, and about a dozen are planning to enter Webb Ship Academy, next September.

Preparation in English of High School Pupils Intending to Teach

At the suggestion of the principals of the training schools, Associate Superintendent Straubenmuller and myself appointed a committee composed of representatives of both the high schools and the training schools to prepare a plan for the preparation in English of pupils planning to teach. This committee consists of Miss Angela M. Keyes, Miss Edith Fowler and Mr. Rowland S. Keyser of the training schools and the Misses Maude M. Frank and Helen M. Cohen of the high schools, and after many sessions together has prepared a report which contains many constructive suggestions for the improvement of the English work of the high schools. As these suggestions would be of value to all students and their teachers not merely to those intending to teach, I recommend the inclusion of this report in the annual report.

The committee of teachers of English in high and training schools "appointed to study the whole subject of the preparation in English of high school students intending to teach" respectfully submits its report.

Oral English

Voices and Speech.—The students should be afforded more adequate opportunity to develop and maintain a better quality and use of the speaking voice and a better standard of speech.

It is not merely that beauty or finish of speech in students entering the training school is rare, but that there is scarcely any substantial evidence of cultivation in speech. In many students the voice is thin, flat, strident, or nasal, and the speech of most students is incorrect and crude. The speech of some entrants exhibits marked organic defect, and of a considerable number of others, pronounced foreign accent.

If the elementary schools are to give, as they should, impetus and direction to the country wide movement for a better national speech, the teachers must be enabled by adequate speech training in their formative years, which include the high school period, to take with them into the classroom better voice and speech habit.

There is, besides, a more immediate and fundamental reason for equipping strongly in voice and speech the elementary school teachers of polyglot New York City, the maintenance of English speech itself. In this connection it is pertinent to ask how the obligation of the schools to Americanize the speech of the thousands of children of foreign language home environment in the elementary schools of New York City can be reconciled with admitting to the training schools for teachers applicants whose own speech is foreign in idiom and accent?

It is not, however, only students with foreign accent or with oral organic defect who are below the desired standards in speech.

In view of the limited opportunity now afforded, the state of affairs in speech is not surprising. In many of the high schools, work in voice and speech is confined to the first year, with an option in public speaking in the fourth. In spite of the desire and effort of the teacher, it can amount to little more than calling attention to this or that single gross error. It is true that, thanks to Dr. Straubenmüller's action in issuing High School Circular No. 6, 1917-1918, recommending that oral English be

taught at least one period weekly throughout the high school course, oral work in English has a place also in the second and third years. In many schools it takes, in these years, chiefly the form of oral composition—of which there could hardly be too much—with attention centered primarily on content and construction, as it should be, but with practically no advantage taken of the student's strong oral motive, in this everyday form of communication, for continuous and progressive training in voice and speech.

A great deal more voice work should be done as foundation work in speech, and there should be more definite determination of the sounds in English, vowel and consonant, with more opportunity for habituation in their correct utterance; the work in voice and speech to be tested functionally, or in genuine oral communication. More attention should be given also to oral syllabication and word transition, also to pronunciation.

To the end that more adequate opportunity to develop and maintain a better quality and use of the speaking voice and a better standard of speech be afforded the students, the committee recommends:

1. That the work in voice and speech be placed on at least as substantial a basis as that indicated by the general conception of oral English in the accepted syllabus in oral English: that it be constructive, rather than merely corrective, though correction should be given full place, and that it be progressive and continuous throughout the high school course.

2. That teachers of English desiring to pursue, at convenient centers, a year's approved course in oral English, be enabled, by special provision in their teaching schedules, to do so.

3. That points 1, 2, and 4 of High School Circular No. 6, 1917-1918, quoted here as (1), (2) and (4), respectively, be more effectively carried out:

(1) "Oral English should be considered a 'prepared subject' in all high schools and should be rated as such."

(2) "Marked proficiency in oral English should receive at least as much credit as is given for marked oral ability in French, German, Spanish, etc."

(3) "Serious deficiency in oral English should affect a pupil's promotion and graduation as does serious deficiency in other subjects."

In testing proficiency the committee urges the functional standard. The entire training in voice and speech should take its motive from and find its application in the various forms of oral communication—the conversation, sustained oral presentation of a topic, oral reading, recitation of memorable prose and poetry, dramatics, public speaking.

The committee recommends further:

4. That students whose voice or speech exhibits symptoms of organic defect be referred to the Department of Speech Improvement early.

5. That special classes be formed and regularly scheduled for students with foreign accent, in which classes the student should be trained to hear the quality, rhythm, and constituent sounds of English, and to secure the proper adjustment and control of the voice and speech mechanism for English speech, and to master English idiom.

6. That the practice of admitting to the training school students condition in oral English be discontinued, as (1) undermining the effort of the high school to maintain passing standards, (2) misleading the teaching aspirant, who finds the training school period too late, too short, and too filled with its own tasks to make removal of the condition a certainty, and (3) minimizing inconsistently at the outset a phase of teaching equipment that confronts a teacher at every attempted step of professional progress.

Oral Composition

In most of the high schools inhibiting formalism is disappearing, and the students are expressing themselves with considerable freedom. That the freedom may develop into real power over thought and its effective communication, that is, into true oral paragraph or brief whole composition ability, and not into a habit of superficial glibness or rambling pointlessness, the committee recommends:

7. That in the work in oral composition more attention be given to selection of topic and to application of the principles of unity, coherence, effective arrangement, paragraph and sentence articulation, and to the appropriate choice of words.

Students entering the training school should show ability to sustain on their feet a topic of personal or current interest, applying in the communication the principles of voice and speech and the principles of construction and diction.

Oral Reading, Dramatics, Public Speaking

The committee recommends:

8. That in the organization of work in oral English more opportunity be afforded for oral reading, dramatics, and public speaking.

Oral Reading.—While it is true that silent reading plays a larger part in life than does oral reading, there is a place for the oral art. At present oral reading is neglected in many of the high schools. Training in oral reading has genuine motive in the student's social desire to share with his neighbor interesting news in the paper or entertaining matter in magazine or book by reading it aloud, with intent to "get it over" without loss, or his need to amplify or point the oral presentation of a topic in any subject by reading aloud pertinent matter from references, or, in the case of a book review, illustrative matter from the book itself.

The committee would not magnify the place of oral reading, nor substitute oral reading, nor substitute oral reading for the more direct form of oral communication, speaking, but it deprecated its neglect; it has its place in life, and therefore should have its place in school.

Students entering training school should show ability to "get over" the thought, humor, pathos, beauty, or whatever the content of the matter to be read, the matter to be selected with due reference to the student's own intellectual and emotional experience.

Dramatics.—The committee strongly urges recognition that as real appreciation of much poetry depends on actually oralizing it, so genuine appreciation of most dramatic literature depends on participation in playing it. Training in such participation, like training in recitation of poetry, should therefore be made an integral part of the work in English.

The resulting gain, moreover, in breadth of view, from the vicarious experience of many personalities, afforded by impersonation of them, the gain in physical ease and grace, oral command, command of self-consciousness, are extremely valuable to the prospective teacher.

Public Speaking.—Study of public speaking has a similar intimate relation to appreciation of the speeches and addresses of literature and is therefore also an integral part of the work in English; it also has for the prospective teacher similar beneficial by-products. The immediate bearing of training in public speaking on the prospective teacher's equipment for school or community service is obvious.

Written English

Written Composition.—The time given to written composition should be the equivalent of at least one period weekly throughout the high school course.

Students entering the training school should show ability to write a brief whole composition, at least a page long, on an informing or entertaining subject related to their knowledge or experience, or an interesting letter in accepted social form; applying the principles of construction and diction, and exhibiting literacy in spelling, punctuation, capitalization, and grammatical usage.

Word Study

The committee recommends:

9. That to afford the students needed opportunity to develop "word conscience" and a more adequate vocabulary, a course in word study be given in the third year.

The committee submits a suggested syllabus for the course:

Syllabus in Word Study

Story of the Language. General characteristics in form and use of typical words from the basic and chief contributing sources of the English vocabulary. Study of word composition: common stems, prefixes, and suffixes, literal and typical applied meanings of the words analyzed; functional application of students' work in word composition to their study and use of words.

Study of the chief characteristics of English spelling, the more useful rules of inflection, commonly called the rules of spelling; habituation in functional application of facts observed and rules formulated.

Training in the intelligent use of the dictionary, including habituating the students in consulting the dictionary at need. (Students should be held responsible for mispronunciations or misspellings they might have avoided by recourse to the dictionary.)

Study of common synonyms, with functional training in their discriminating use in both oral and written communication of thought. Study and use of antonyms, and of their means, or words of middle position in meaning.

Study of the appropriate use of words, functional application to appreciating the force of the words in texts with which the students are dealing and to the students' own use of words in oral and written communication.

Throughout the work, systematic training in the acquisition of vocabulary.

The committee would urge attention to the nice use of nouns and verbs, as well as of qualifying words. It would call attention also to the weakening effect on students' vocabularies of requiring students, as evidence that they have the lesson, to avoid the words of the text. Some teachers, all subjects, carry this so far as to prevent normal acquisition of vocabulary.

It may be well to note here also that words in themselves do not formalize nor obscure thought; on the contrary, they help to free it. Nor are they difficult when they represent live ideas. Newspaper accounts of the Great War bristled with the vocabulary of warfare. The least schooled reader or auditor accepted and used the terms as the coin of currency for the communication of warfare ideas.

The committee is not urging the virtue of terms as such, only pointing out the inconsistency of the repeated demand on the student that he increase his vocabulary, and yet not take advantage of one of the most copious and usual sources of increase.

Grammar

Many students entering the training school show real deficiency in grammar. They fail, for example, to recognize any copula other than **to be**, and consequently to give the correct syntax of the completing element, mechanically disposing of it as adverbial. The committee has no intention of making recognition of this particular element the test of knowledge of gram-

mar, but it would emphasize that such failure reveals fundamental unfamiliarity with the language and lack of perception of the relation between the grammatical syntax of an element and the meaning of the sentence. Again, many entering students habitually violate grammatical usage.

The work in grammar should be determined and standardized from the functional viewpoint and should then be given the time and attention it needs.

Students entering the training school should know the elements of the sentence, as the typical English sentence is found in poetry as well as in prose, the syntax of the elements, their position and punctuation, and should show ability to construct sentences grammatically, orally and in writing; they should exhibit habitual literacy in grammatical usage orally and in writing.

Reading Courses in Literature

The committee recommends:

10. That to afford the students opportunity for wider acquaintance with books, and for forming the habit of reading and a taste for desirable reading, reading courses be given as regularly credited options, or, better, electives, in the third and fourth years, the material to be taken from the high school reading lists, with, if necessary, equivalent additions, not, as a rule, duplicating any material covered in the required courses in literature.

Scrutiny of various types of school program shows that the students might add to their electives an English elective without in any way jeopardizing their diplomas. In fact the state specialist in English at Albany is formulating with a committee of teachers from various parts of the state a number of English electives to be offered to all students in the four-year academic course. The present intention of this committee is to begin with an elective in American literature and in types of patriotic service.

Elective courses in English have especial value for intending teachers who begin their professional training immediately upon the completion of their high school course. Broadening cultural

courses in English would enlarge their mental and imaginative horizon, as well as add to their professional equipment in English.

At least two New York City high schools are offering or developing electives in English of this type. In one school a course in Shakespeare, the material, twenty selected plays, has been prepared and is to be offered in the fall. The other school is giving a course in contemporary literature, which includes four plays, three novels, a series of poems by the greatest of the contemporary poets, two biographies, and several war books. This second school offers also a library English course in general literature, which studies representative selections from the great masterpieces of the world's literature. This course might be amplified for training school intendants. Other courses suitable are electives suggested in a recent state syllabus, courses in types of literature, the essay, the novel, etc., and courses in biography.

A very desirable elective for training school intendants would be a special course in dramatics. The advantages of work of this kind for training school intendants have already been indicated. In view of the importance of these advantages, the committee urges that high school students intending to teach be given opportunity to include in their program a class in dramatics.

Electives in English carrying state credit will commend themselves without doubt, to training school intendants. The high schools should not, however, delay in formulating electives should not the state courses be forthcoming at once and should urge high school students to avail themselves of the additional work in English on the basis of school credit if no other can be obtained.

Allotment of Time

There seems to be some difference of opinion among high school principals on the question whether the new requirement that oral English be taught at least one period weekly calls for an additional period of work in English or whether the weekly period should be taken from the time already allotted to English.

Some principals compromise by giving five periods to English for half the course and four for the other; one gives six periods the first year, and four, each of the others; some, including principals of large high schools, give five periods throughout.

The committee would urge a conviction rooted in experience that five periods is the least amount of time that should be given to English. The ground to be covered is so extensive, so much of the work is formation of habit, for which time is essential, so many of the students come to the subject handicapped by illiterate or foreign heritage, that the work in English presents problems of unusual difficulty. The educational obligation to Americanize the foreign youth devolves largely on the teachers of English, an obligation considered the most sacred in the commission of those administering the public schools. In most high schools outside New York City of which the committee has knowledge English has five, and in many, more than five periods as a matter of course, and the problem of Americanization is not half so complex as it is in New York City.

Moreover, the most important equipment for success in any position of responsibility is a command of English. To help a student gain the command takes time, but it also saves time. Sound training in English would double the rate of progress in every other subject.

The committee therefore strongly urges that it be made clear to all high school principals that to meet the requirement in oral English one period should be added to the time given to English.

The committee has been at pains to consult the program makers of large high schools to ascertain whether five periods throughout the high school course would unduly burden the student, whether it would jeopardize diploma or college entrance, whether rooms would go 'round. All answered unhesitatingly in the negative on the first two points, all but one on the third. Exception might be made for an exceptionally large or complex school.

In conclusion, the committee would call attention to the fact that it has not made any recommendation nor suggestion for work in English that would not benefit all the students. It is neither practicable nor desirable to segregate the prospective teacher, he should enjoy the broadest social contact.

(Signed) ANGELA M. KEYES
HELEN L. COHEN
EDITH FOWLER
MAUDE M. FRANK
ROLAND S. KEYSER

MASS ATHLETICS AT ERASMUS HALL HIGH SCHOOL

Report by the Chairman of the Physical Training Department to Principal Low

Pursuant to your request, I am submitting herewith the following report concerning the program of health education and physical training for boys, with a view of pointing out in detail how Erasmus Hall High School has fulfilled the requirements of the general plan for physical training for secondary schools adopted by the Board of Regents, October 19, 1916.

It is also my intention to embody in this report the underlying ideas and principles of our program and to give a comprehensive idea of the goal toward which the members of the physical training department are driving.

In general, it might be stated that our policy is a progressive one; every effort is being made to interpret the spirit as well as the letter of the State Law regarding physical training; greater emphasis is placed on "Mass Athletics." It is our aim to organize athletic activities in the school on a basis that brings all the pupils into activity; our boys receive an all-around mental, moral and physical development by the adoption of a program which includes formal gymnastics, hygiene instruction and directed recreation.

We consider it of utmost importance to correlate our activities with the civic responsibilities of the pupils. The purpose of directed recreation is educational, to develop motor skill, alertness, to teach games that will become a hobby after graduation.

This is the era of "Mass Athletics." Today all physical educators are endeavoring to organize athletics on a broader scale, with a view of reaching the larger mass of the student body rather than the few. Undivided attention to a few athletes by athletic instructors is now passé.

The Military Training Commission on Camp Activities during the progress of the war succeeded in enlisting the services of the best physical training instructors in the country to develop an athletic program that would meet the needs of all the soldiers.

Erasmus Hall, always desiring to keep abreast of the times, decided to take up the idea of "Mass Athletics."

After due discussion by the members of the physical training department, a plan was formulated on September 20, 1918, whereby every boy in Erasmus Hall was required to identify himself with some sport or other.

The actual working out of this plan will be discussed at greater length in subsequent paragraphs. Suffice it to say, the results achieved have been beyond our expectations and that Erasmus Hall High School is the first school in the Greater City to boast of having 95% of its student body participating in sports, not only during school hours but also after school.

General Organization

Erasmus Hall, being one of the few schools adequately equipped, adopted a program calling for five periods of physical training a week, in order to meet the requirements of the State Law.

During the spring and fall physical training lessons are conducted on the spacious campus and adjoining the old building. The boys are permitted to use the girls' gymnasium two periods a week during the winter months (Dec. 1–Apr. 15); the remaining periods are spent in the basement of the old building or in the auditorium.

The two programs follow:

Gymnasium Program. Outdoor Season

Gym II		Gym I
Monday—Campus		Basement and Field
Introductory	6 minutes	Same program as Gym II
Tactics	10 "	
Org. Play	17 "	
Dismissal	3 "	
Tuesday—Campus		Basement and Field
Calisthenics	15 "	Same program as Gym II
Apparatus	17 "	
Dismissal	3 "	
Wednesday—Field		Basement and Campus
Introductory	6 "	Same as Gym II
Indoor B. B.....	32 "	
Dismissal	3 "	

Thursday—Field or Campus	Basement and Field or Campus
Introductory ..... 6 minutes	Tuesday Gym II program
Calisthenics .....20 "	
Athletic Ints.....12 "	
Dismissal ..... 3 "	
Friday—Campus	Basement and Field
Introductory ..... 6 "	Same as Gym II program
Indoor Baseball .....32 "	
Dismissal ..... 3 "	

Gymnasium Program. Indoor Season

Gym II	Gym I
Monday—Basement	Auditorium
Introductory .....6 minutes	Hygiene .....40 minutes
Hikes and Games.....31 "	
Dismissal ..... 3 "	
Tuesday—Girls' Gym	Basement
Introductory ..... 6 "	Introductory ..... 6 "
Calisthenics .....17 "	Calisthenics .....30 "
Apparatus .....15 "	Dismissal ..... 3 "
Dismissal ..... 3 "	
Wednesday—Auditorium	Basement
Hygiene .....40 "	Introductory ..... 6 "
	Hikes and Games .....30 "
	Dismissal ..... 3 "
Thursday—Basement	Girls' Gym
Introductory ..... 6 "	Introductory ..... 6 "
Hikes and Games... 30 "	Calisthenics .....17 "
Dismissal ..... 3 "	Apparatus .....15 "
	Dismissal ..... 3 "
Friday—Basement	Auditorium
Introductory ..... 6 "	Athletic Inst. .....35 "
Hikes and Games.....30 "	
Dismissal ..... 3 "	

General Plan

A syllabus of physical training was prepared by the members of this department in June, 1918, and put into operation in the fall of 1918. (Refer to Exhibit A, Physical Training Syllabus.) The most important features of this syllabus follow:

1. Physical Examination.

    a. By Physical Training Teachers.

    b. By School Physician.

2. Formal Gymnastics.

3. Directed Recreation.

    a. Playground games and athletic instruction.

4. Hygiene Lectures.

5. Mass Athletics (during school hours).

Physical Examination

Every boy upon matriculation receives a physical examination by his physical training instructor and once a year thereafter as long as he remains in school.

In addition he is required at the beginning of each term to appear for a physical examination conducted by a physician, sent by the Assistant Director of Educational Hygiene.

Last fall Dr. Gross examined every boy in the school—total register 1,313—and found only 50 boys who were not physically fit to participate in athletic competitions.

A list of boys with physical disabilities is kept on file in the physical training office, a copy of same being sent to all athletic coaches for reference.

Requirements in Physical Training

(See State Syllabus, p. 29)

Physical Training A.—Correlation with school medical inspection; daily class inspection by regular class teacher.

"Sanitary inspectors" have been appointed by Miss Crane to supervise the lunch room and to prevent boys from throwing lunch papers on the floor.

The class teachers have appointed leaders who supervise the opening of windows during the setting-up drills.

The class teachers and subject teachers are continually on the alert for pupils who show any signs of illness. All cases are immediately sent to Mrs. Edgell, school health officer, in room 219.

The provision of the law requiring state medical inspection of all pupils has not been carried out. (See p. 34, State Syllabus.)

Physical Training B.—Setting-up drills of at least two minutes duration at the beginning of each class period, or at least four times every school day, directed by the regular class teachers. This requirement has been met in the two-minute drill at the beginning of each period during the forenoon.

Physical Training C.—Talks on hygiene, two ten or fifteen minute periods a week under regular class teacher or teacher especially assigned to this work (to go into effect September, 1917).

Basing our calculations on a school term of twenty weeks, we are required to give lectures amounting to four hundred minutes. We meet this requirement by giving a forty minute lecture once a week for ten consecutive weeks.

I am pleased to state that through the kindness of Dr. Francis Cohn of the Department of Educational Hygiene we have been able to obtain a tentative syllabus on hygiene for High Schools of the City of New York. Each teacher has received a copy of same together with instructions to make a complete outline of all lectures delivered. The pupils are required to keep notebooks which are rated at the end of the course.

Physical Training—Supervised Recreation

Immediate requirement (Physical Training E may be substituted), sixty minutes each under regular class teacher or special teacher. For schools with adequate equipment a minimum of four hours a week, at least one of which must be under direct supervision of regular school officials, the other three hours may be satisfied by equivalents accepted by the school from home or community activities of the child. This requirement has been more than fulfilled. In addition to the ninety minutes a week of supervised recreation in our program, we have seventy-five minutes of noon hour recreation. At least 75 per cent of the boys are either playing during the noon hour or are interested spectators. Furthermore about 50 per cent of our boys participate in some form of athletic activities, daily under direct supervision. The after school Center alone has an average daily attendance of 350 boys. The latter provisions of this law are

very vague; no adequate means of unsupervised recreation. It would necessitate a clerical force larger than the present corps of physical training teachers to carry out this section of the law to the letter. Below is total minutes of play (supervised):

Monday.....	35	
Friday	35	
Tuesday.....	10	
Thursday.....	10	
	90	minutes per week, 60 minutes required.
	75	" noon hour recreation.
Total.....	165	minutes

Athletics and Play During Physical Training Period

In each physical training class (Gym 1 and 11 together) there are on the average 16 squads with 12 boys to a squad.

During every play period light games of one of the following sports are conducted:

a. Indoor Baseball.

b. Soccer.

c. Modified Football.

At the beginning of a typical play period, the captains are directed to take their posts in front of the class.

At the command "Fall in," the boys line up behind their captain. At a signal from the instructor the teams go "on the double quick" to the diamonds assigned to them. The captain gives the command "Halt," and teams then wait for a signal from the instructor to begin play. Figuring on seven periods a day and sixteen teams to a period, we estimate that there are one hundred and twelve indoor soccer and football teams.

Typical Eight Team Schedule

Won score by	Won score by	Won score by	Won score by
1A-B	A 6-1 C-D	E-F	G-H
2B-C	D-E	F-G	H-A
3C-D	E-F	G-H	A-B
4D-E	F-G	H-A	B-C
5E-F	G-H	A-B	C-D
6F-G	H-A	B-C	D-E
7G-H	A-B	C-D	E-F
8H-I	B-C	D-E	F-G

Junior and Senior Schedules are drawn up in Grades 1, 2 and 3. The winning teams are selected to represent the class in the noon hour Baseball League.

Physical Training Card

While acting as an instructor of physical training at the Vocational School for boys, I had the rare opportunity to conduct experiments along certain athletic lines.

Inasmuch as there were no standards to make on a percentage basis in any given athletic event, I proceeded to ascertain what would be the minimum and maximum standard performance for a boy of a given weight and age.

A group of fifty boys of a given weight and age (the height factor was left out in these experiments) were tested in the 50-yard dash. The results were as follows:

10 boys, weight	120-125 lbs.	3 boys	10 sec. Lowest time
10 " "	126-130 "	5 "	9 2/5 sec.
10 " "	135-140 "	10 "	9 1/5 sec.
10 " "	140-145 "	15 "	9 sec.
10 " "	145-155 "	10 "	8 4/5 sec.
		4 "	8 2/5 sec.
		3 "	8 sec.

You will note that only three boys failed to make 9½ seconds, also three boys did better than 8½ seconds. Basing my calculations on the fact that these boys ran the 50 yards without any

real preliminary practice, I reached the conclusion that the average boy of 120 lbs. and over, and sixteen years of age and over, ought to be able to run a 50-yard dash in 9 2/5 seconds. In fact, the majority of boys can do it in better time.

By designating 9 2/5 seconds as the minimum standard or passing mark equivalent to 60%, and adding an extra 10% for every 1/5 of second less than 9 2/5 seconds, until the maximum standard is reached, namely 8 3/5 seconds a graduated scale of credits is thus formulated.

Tests were held in other events and standards were recorded in like manner.

I realize that there are plenty of boys who could easily better the maximum mark. These are not the boys that this scale of credits will attract. The standards only serve to force the average boy and the boy below the average to practice for the tests.

The physical training card adopted for Erasmus Hall High School boys (See Exhibit C) is self-explanatory. On one side spaces are reserved for data pertaining to the boy's individual and team record. On the reverse side there is a "scale of credits," which serves as an index of performance in any given event and class.

The boys are divided into three classes, viz.: Seniors, Intermediates and Juniors, according to age and weight. Incidentally I might add that another class has been formed and designated as the Midget Class (boys 100 lbs. and under, 14 years of age and under).

The top line of the scale indicate the points or percentage and runs from 0 to 6 or minimum mark, to 10 or maximum mark.

The results of this system, giving boys advance information of what is to be expected of him, have been beyond our expectations. It is not an unusual sight at noon hour to observe a group of boys at a chinning bar, or jumping in preparation for coming tests.

The system, in other words, has produced self-competition.

Last fall we conducted tests in the High Jump, Broad Jump, Chinning and Running, in which 1,183 boys took part. The tests covered a period of four weeks. This period can be reduced

to one week provided the added equipment is sent to us by the Supply Department. At present, we have but one set of high jumping standards, one improvised jumping mat, and one chinning bar.

Mass Athletics

"Athletics for ALL" has been the slogan at Erasmus Hall since September 20, 1919, when the rule was passed requiring every boy to attend minimum number of practice days after school in some athletic sport under faculty supervision, in order to pass in physical training.

In order that you may understand what the system is in the present form, permit me to indicate below a copy of the Athletic Director, which has been posted in conspicuous places, about the school for the information of the students. Also note the rules and regulations regarding the minimum athletic requirements.

Athletic Directory

Spring Term

Monday	A. S. A. C.	Campus	Mr. Elliffe
Tuesday	A. S. A. C.	Campus	Mr. Batchelor
	Baseball	Girls' Gym	Mr. Elliffe
	Baseball	Prospect Park	Mr. Crooche
	Track	P. S. A. L. (beginning April 15)	Mr. Batchelor
	Swimming	4th Ave. Bath	Mr. Ross
Wednesday	A. S. A. C	Campus	Mr. Stratton
	Baseball	Prospect Park	Mr. Elliffe
Thursday	Basketball	Girls' Gym	Mr. Crooke
	Baseball	Prospect Park	Mr. Elliffe
Friday	A. S. A. C	Campus	Mr. Elliffe

Baseball

1. Varsity .....Tuesday, Wednesday, Friday
2. Junior League .....Tuesday, Thursday
3. Senior League .....Thursday
4. Baseball Tournament.

   a. Juniors—Grades 1, 2, 3, 4, 5, 6—5 ft. 2 in., 15 years and under.

b. Seniors—Grades 4, 5, 6, 7, 8, over 15 years.

a. Class teams and clubs are eligible to membership in this league, in which team captain is required to give Mr. Elliffe a slip of paper indicating thereon the names of the teams, names of players, classification (Junior or Senior).

b. All entries must be in by March 20.

c. Games begin promptly at 3:30.

5. Members of first and second team Varsity, are not eligible to play in this tournament.

6. The names of the boys on the winning team will be mentioned on Trophy Day.

Mass Athletics—Erasmus Hall High School Rules and Regulations

I. All boys of Erasmus Hall are required to have at least twelve days' attendance to their credit in any one of the following after school sports in order to pass in physical training.

Fall Term

a. Football (Varsity; Freshman; Sophomore; Midget).
b. Soccer.
c. Swimming (Varsity; Freshman).
d. Boxing and Wrestling Clubs.
e. Basketball (Varsity and Intergrade).
f. Cross Country and Track.
g. After-School Athletic Center.
h. Cavalry.
i. Hockey.
j. Rifle.

Spring Term

a. Baseball (Varsity; Inter-Club; Freshman; Midget).
b. Lacrosse.
c. Basketball.
d. Track.
e. Tennis.
f. Swimming.
g. After-School Athletic Center.

II. Boys will be exempted from the after-school athletics for the following reasons:

a. Physical Disability.

b. Vocational.

1. Boys who work are required to file with their physical training instructor a letter from their employer attesting that fact.

III. The ratings for the number of days attendance will be as follows:

12 days	60%
15 days	80%
20 days	100%

IV. Special credit will be given boys who are leaders and who have distinguished themselves in athletics.

V. Membership in the Y. M. C. A., Arbuckle Gymnasium, Recreation Center and other athletic organizations will be accepted for credit, provided a letter from the physical directors is presented to the Chairman of the Physical Training Department.

VI. All boys, however, are urged to obtain their athletic credits by affiliating themselves with one of the organizations in the school.

At the beginning of every term the boys are encouraged in every way to join some athletic squad. Our policy is to retain all boys on a squad whether they are eligible to represent the school or not. No boy is ever dismissed from a squad except for disciplinary reasons. A board of strategy is selected by each coach to aid in the development of new players and to act as umpires in interclass contests.

Interclass, Interclub tournaments are conducted in every sport. While Varsity teams are given special attention, the Second, Third, Sophomore, Freshman and Midget Teams (110 lbs. and under) are not neglected. Incidentally it might be stated that Mr. Batchelor had a motion passed at the last meeting of the High School Games Committee to the effect that the interschool contests be conducted between the teams just mentioned.

Mr. Brewer, Chairman of Baseball, has just sent questionnaires to all the schools to ascertain whether it is advisable at this time to form leagues.

For the benefit of the smaller boys and those who are not physically fit to participate in the more strenuous sports, an After-School Athletic Center is conducted four days a week on the campus in the rear of the old building. The center is open from 3:00 to 4:30 p. m. under the direct supervision of a teacher.

The following activities are conducted:

a. Indoor Baseball.
b. Track.
c. Playground Games.
d. Football Punting.
e. Lacrosse.

At 4:00 p. m. the instructor in charge blows a whistle announcing that he will begin stamping the athletic cards.

The boys line up in the physical training office, have their cards stamped, and go back to play until the final whistle at 4:30 p. m. The average daily attendance so far this spring has been 350 boys.

At this juncture I might enumerate the difficulties and dangers that confronted us last term. Some boys, for instance, would try to get two stamps in one day by getting on the line a second time. This bad feature was quickly eliminated by instructing the supervisor to scrutinize each boy's face carefully as well as his card. Each card must be written in ink to prevent a boy from using another boy's card. If a boy's card is lost, he is required to get three other boys to state that they saw him on the days he claimed attendance.

Each instructor had to exercise great care to see that a boy who had come into the playground during the last moment did not have his card stamped.

It is indeed gratifying to note how the boys compare their cards to see which one has the greatest number of stamps to his credit. I recall one case of a boy who proudly presented me with a card with thirty stamps on it.

In general the "Mass Athletic" system has had a very wholesome effect upon the whole student body. Ninety-five per cent of the boys are athletes whereas formerly only five or six per cent of the students participated in sports. As a result better varsity teams have been produced, and the mental, moral and physical tone of the boys is higher.

Below you will find the results of the past term, giving in detail the number of boys attending each sport.

Results

	No. of Boys	
Basketball		Coach, Mr. Elliffe
1. Varsity	30	
2. InterGrade	120	
Football		
1. Varsity	35	
2. Second Team	19	
3. Soph. Team	18	
4. Freshman Team	21	
5. 130 lb. Team	20	
6. Midget Team	40	
Total	153	
Cross Country	55	" Mr. Batchelor
Hockey	20	" Mr. Stratton
Rifle	20	" Mr. Knowlson
Swimming	40	" Mr. Bigelow
		Supervisor, Mr. Winchell
Soccer	20	Coach, Mr. Townsend
		Supervisor, Miss LeBlanc
Tennis	10	Coach, Mr. Beardsley
Track	40	" Mr. Batchelor
Lacrosse	18	" Mr. Batell
A. S. A. C.	454	" Mr. Stratton
		" Mr. Elliffe
Cavalry	100	Capt. Mortinson in charge
Grand Total	1,185	Number boys excused for physical disability or vocational reasons 60
School Register	130	Number boys who failed to meet requirements 70
	1,315	Total 130

95% physically fit participated in athletics.

I believe with the foregoing record in mind, Erasmus Hall can justly claim the proud distinction of being the first high school in the city of New York to put into successful operation a system of "Mass Athletics."

To sum up in a few words, the aims of physical training at Erasmus Hall is to produce neither gymnasts nor athletes but a happy combination of both, to link sporting activities with character development and efficient citizenship.

Erasmus Hall High School Rapid Advancement Classes

We have made several experiments in teaching students according to their ability. A special class of 36 was selected at the beginning of the term with the idea of doing two terms work of Cicero in one. Subsequently, three of these students were dropped as the work seemed somewhat heavy for them. The remaining 33 have completed work to the satisfaction of their teacher and have not spent, on an average, more than from thirty to fifty minutes a day in the preparation of the lesson. Miss McCarty, the teacher writes to me:

"In teaching the class that has been specially selected to read the required work in Cicero in one term, I have had a feeling of great satisfaction, because, a thing which rarely happens, the bright pupils have been receiving their full share of attention. I think they have found the atmosphere of the class stimulating."

A similar trial has been made in the case of two French classes which were assigned to Mr. Stebbins. Students of very good ability and able to do more than the work of a single term in one were selected. As, however, text books were lacking, no additional work was given to the students at first. Instead, Mr. Stebbins prepared lessons in French and had the type set and the sheets printed in our printing plant, and used the sheets for the first half of the term. Work was the same as the subject matter in the regular text book, but the method of presentation was entirely different. The students covered this work so well, that Mr. Stebbins decided, after five or six weeks, to carry the class as far as they would go without being hurried. As a result they have nearly completed the work of two full terms of French.

A teacher of the French Department unaware of the work that had been done, visiting the class, said afterward that she thought it an unusually good second term class and was very much surprised when she learned that it was taking French for the first time.

Of the 64 pupils in this class, 60 will next term complete the small remainder of the next term's work and take the work of the 3rd term. The other members of the class will receive credit for one full term's work.

I have not heard that the work of any of these students in any other subject has been at all injured by this experiment.

Practical Training for Citizenship

We believe that students should develop what we call the "Erasmus Spirit" by taking a personal interest and responsibility in the school. Every grade is supposed to take care of some particular need of school life. For instance the students of the first year care for the appearance and cleanliness of the Old Building. The students of the third year form a service club, which aids in making passage through the corridors easy. It is a Service Club member who stands at the beginning of every flight of stairs and guides the students, so that blocks are avoided. The seventh grade takes charge of the order in the lunchroom.

In addition, every class elects a president and the one hundred presidents elect a president of presidents. These presidents meet in the quiet period every Wednesday morning to talk over matters of interest to school life. They have carried on such campaigns as "Clean-up Week" and "Politeness Week."

A work of value both to the school and the student body was done a few weeks ago. Our lawn in the quadrangle had been winter killed and the grass had absolutely disappeared from a large part of it. We borrowed from the Park Department all the tools necessary then put the boys who had been farmers last year at work to dig up the soil. A trigonometry class surveyed the ground, found out where the depressions were, and we then bought as many loads of top soil as were necessary to even the grass plot. After that grass was sown which had the greatest

amount of shade toleration, for the foliage of the trees is heavy. As a result, today we have a lawn of velvet, at a cost to our General Organization of less than twenty-five dollars; and no one dares to step on it for fear of summary punishment at the hands of students. I know of no one thing which has so crystalized the "Erasmus Spirit" as this bit of farming. I wish, Mr. Superintendent, that you and other members of the Board could come here and see a quadrangle which reminds one of an English University.

Another Year of Progress in Mass Athletics at Erasmus Hall High School

A year and a half ago, in the fall of 1917, a system of athletics was started at Erasmus Hall High School, which has since been developed satisfactorily through the enthusiastic cooperation of the members of the gymnasium department. Every student of the school must take part in supervised athletics regularly, with the few exceptions due to illness or after-school employment. It was deliberately planned to do away with the "fan." Every student takes a gymnasium work five hours a week, and supervised athletic work for girls is carried on through certain of these periods. The boys not only have similar work, but must also share in a certain number of sports after school, in order to get their rating for the term.

Out of thirty-three hundred students, nineteen hundred girls and twelve hundred boys have this last term fulfilled all the conditions required, which means that thirty-one hundred students have taken individual part in athletic games and contests.

It is a fact of note that this has been done with the complete and enthusiastic cooperation of the students, who realize that a training for the body can go hand in hand with keen enjoyment. So far as the girls are concerned, this was shown in the first field day held for them last spring. The mere announcement of it led to the immediate enrollment of twelve hundred girls and the meet, which was held in Prospect Park, was marked by a vigor and spirit which filled the very large number of spectators with amazed interest.

The instructors of the boys use a very careful system of marking by means of cards showing what each type of student should be able to do—cards originated by Mr. Richard E. Elliffe, Jr., chairman of the men's department of the gymnasium. It is an inspiring sight to see two hundred boys on the campus each playing with all his energy on the team to which he is attached. The boys chose their sports this past term as follows:

Basketball	30
Baseball	120
Cross Country	55
Football	153
Hockey	20
Rifle practice	25
Swimming	40
Soccer	20
Tennis	10
Track	40
Boxing	100
Lacrosse	18
Cavalry	100
Various after-school contests	469
Total	1,200

The general effect of the whole plan is to assure to every boy and girl out-door athletic work, which means daily exercise for the very many quiet students who, under other conditions, are quite apt to take no exercise at all, but to plunge directly from school to home. And more than that, the whole school population gets a steady training in class spirit and cooperation, in leadership and good sportmanship.

Erasmus Hall has the advantage of a large campus on which after-school athletics may easily be held, and also of close proximity to Prospect Park.

When a physician is summoned to examine boys and girls for athletics, he examines the entire school, for everyone is an athlete. We feel that our students are far healthier than they were in the days when only a few took part in the contests. And further our varsity teams are much more apt to contain good material because every boy is in training continually. The plan is no longer an experiment and it proves that mass ath-

letics may be introduced into public high schools as successfully as into colleges or private preparatory schools, if there is sufficient space for simultaneous games.

General Organization Activities in Erasmus Hall High School

To an outsider the amount of business done by a high school organization would seem at first hearing astounding. For instance, during the past year our General Organization had handled in money $52,248.54. This is exclusive of money passing through the Erasmus Hall Bank, but included the lunchroom which is managed under supervision of the General Organization. Our school play brought in $1,150, leaving $400 net. The receipts fom the Choral Club concert and dance, the faculty basketball, the costume dance and the faculty play, which was distinct from the school play, amounted net to $999.99, part of which is to be applied to the Bronze Memorial tablet.

The faculty play was unique and had a very human value as well as giving more unalloyed delight to the student body than anything which has ever happened at the Hall. The faculty wrote and produced the play taking off the idiosyncrasies of both teachers and student. It resulted not only in the winning of a substantial sum for the General Organization treasury, but a feeling on the part of student body that the teachers were human beings as well as teachers. The giving of this play has intensified the friendliness and sympathy which have always existed in this school between faculty and students, and far from relaxing good order has made the discipline distinctly easier. Those who were present at the play from outside expressed very keen enthusiasm that such an event could have taken place.

As an illustration of the present aim of our schools to meet the diverse needs of the people of New York, allow me to submit an account of

The Instruction of Blind Pupils at Wadleigh

Nine blind girls are registered among the sighted students in the regular classes at Wadleigh, at the same time forming a

group which receives special and interesting assistance. Of these pupils, two are about to be graduated, two entered the first term last February, and the others are in intermediate grades. A few years ago, a pioneer blind student made her way through school with brilliant success and is now at college. She was followed by one of the present candidates for graduation. These girls found Wadleigh stimulating and helpful and advised their blind friends of its value. The result has been the growth to the present register.

The conscientious and diligent effort of these students and the work of the school in aiding them appear amply justified. One graduate is succeeding at college; out of seven blind girls last term, three were honor pupils; in general all maintain class standing above the average and for the most part achieve excellent records in the Regents examinations. One has just competed for a State scholarship at Cornell. Furthermore, these girls enter actively into the social life of the school, one holding office in the General Organization, two being members of the Arista League, and all enjoying the dances, plays, and parties. The majority enlisted as Victory Girls and by their own efforts earned money which they donated to social service among the soldiers. They have been active, also, in Red Cross and national service work and Thrift Stamp sales.

These girls attend the regular recitation classes but have their own room for supervised study and assistance, and a teacher assigned to take charge of their progress. She acts as adviser in planning their courses and programs, secures sympathetic teachers, cooperates with various social agencies and bridges the wide gap between the world of light and of darkness. This is done in part by supplementing classroom work when the handicap makes it necessary, with instruction or explanation—models of clay demonstrate the amoeba, for example; paper, pins and glue serve in fashioning other models; figures are pricked on paper to illustrate geometry, biology, and geography, and are presented to the tactile sense of the pupil. When possible text books and supplementary readings are secured in Braille or New York Point, or are written or dictated. Homework written in Braille is transcribed so that the class teacher may read it, and her written criticisms are explained to the

pupil. Approach to knowledge through the auditory channel is not neglected. Classmates or advanced pupils are secured to read the daily lesson aloud and talk it over. Examinations are taken from the Braille transcription or from the dictaphone, English, History, Science, Latin, and French tests having been successfully given by the second method, the pupil answering on the typewriter. All blind pupils unable to typewrite are early assigned to a typewriting class, where they have made excellent progress in speed, accuracy and neatness. This gives them a reliable means of communication. Braille writers, type slates for arithmetical computation and map cushions are usefully employed here as in the elementary schools.

Besides the special teacher and mechanical aids these children derive school help from two other sources, viz., particularly interested teachers who occasionally give extra help, which is eagerly accepted and student assistants. The latter are selected sighted girls who read to or prepare their lessons with the blind students. This partnership is of mutual aid, since clarity of thought and expression are required of the young pupil-teacher; also because two heads puzzle out the meaning of the lesson; and because of the sympathetic understanding and abiding friendship which are engendered and which are so pleasant and valuable to both.

All the activities of the blind girls exemplify their ambition to show the world that as Sir Arthur Pearson expresses it, "The blind are normal folks who cannot see." Thus they take part in the community life not only for the personal pleasure they derive, but also for the educative effect on their sighted companions. In addition, their own opportunities for life to associate with sighted age-mates and co-workers.

Newtown High School

The high school which because of its extremely crowded condition probably works under the greatest handicap of any high school in the city is the Newtown High School. Notwithstanding this, it has a fine school spirit, it holds its pupils in school remarkably; it aims to give every pupil the work suited to his needs, and is continually raising its standards of

scholarship. For example, of 30 State Scholarships awarded to Queens Borough High Schools this past year, Newtown pupils won 17.

I submit from Principal Dillingham's report, some of the means used in achieving these most enviable results.

Music

Last year our school initiated the first music memory contest ever held in a New York City high school and the popular interest thus aroused stimulated our pupils to a larger demand for a greater variety of musical studies in the school. During the present year we have had enough pupils to organize classes in Musical History, Elementary Harmony, Musical Criticism and the results have been so encouraging that we believe that a special course in Music could be worked out successfully for this school.

The class in Musical Criticism was a new experiment this term and has been very successful in arousing a keener interest in all things musical. Records of different artists and the singing or performing of the same composition, were attentively listened to by the class and observations on tone quality, phrasing, technic, enunciation, and personality, interpretation and the general atmosphere created, were made. Performances by members of the class and outside musicians who gave recitals for the class, were subject matters for class discussion. Tickets were secured as often as possible for concerts and recitals at Carnegie Hall, Aeolian Hall and elsewhere and were given to students of this class who wrote criticisms of the concerts attended and handed them in.

On June 13th we conducted the first orchestral contest for elementary school pupils that was ever held in the City of New York. The orchestral of P. S. 93 won the contest and was awarded an average of 83 points out of a possible one hundred on precision, bowing, intonation, tone quality and balance of instrumentation. The conditions governing this contest were as follows:

"In order to promote the study of orchestral instruments and orchestral music among the Elementary School pupils, the

Music Department of the Newtown High School and the Newtown High School Orchestra have arranged to hold a yearly Elementary School Orchestra contest at the Newtown High School during June of each year commencing June, 1919.

"A handsome silver cup will be the trophy. The winning school will hold the cup for one year until it has been won three successive years by one school, at which time it will become the property of that school.

"Judges will be selected from the music teachers in the schools taking part in the contest, the music supervisors of those schools, local music teachers of the pupils taking part and the members of the Newtown High School Orchestra with Director of Music as acting chairman.

"Points will be granted for instrumentation as follows:

For	each	pianist	used.....	1	point
"	"	violinist	"	1	"
"	"	violaist	"	3	"
"	"	celloist	"	5	"
"	"	double bass	"	10	"
"	"	flutist	"	5	"
"	"	clarinetist	"	5	"
"	"	cornetist	"	3	"
"	"	horn player	"	5	"
"	"	trombone	"	5	"
"	"	drummer	"	2	"
"	"	oboe	"	10	"
"	"	bassoon	"	10	"
"	"	harpist	"	10	"
"	"	organist (Harmonium)	"	5	"

"Precision, interpretation, intonation, bowing, tone quality, and balance of instrumentation will all be taken into consideration in deciding the contest. The composition to be used at this first contest will be Anitra's Dance, from Peer Gynt Suite No. 1, by Grieg, Ascher edition, on Board of Education list as No. 9260 to 9275."

Bushwick High School First Year Commercial Unit Course

I beg to submit the following statements about the progress of One Year Commercial pupils in the Bushwick High School:

At the beginning of the present term, one hundred sixty-seven girls were admitted to the One Year Commercial Course. Of this number, one hundred twenty-one are still in regular attendance. This shows the withdrawal of twenty-nine per cent in a little less than three months. In this connection, it seems to me important to note that one section which has been under the direction of Miss Josephine A. Dempsey has lost only five girls during the term. The attendance of this class has been remarkably good and eighty-six per cent of the girls are still in school.

From a study of attendance and withdrawal records of various One Year Commercial sections this term and previous terms, I feel justified in making the general statement that it is particularly important to assign to entering One Year Commercial sections teachers who are naturally sympathetic and who will help the girls to adjust themselves to high school conditions. Except in the hands of strong, interested class teachers, the mortality among One Year Commercial pupils is as great as among Four Year Course pupils during the first term.

Certain definite things have been attempted this year in connection with the work of One Year Commercial pupils. Subject teachers have manifested increased interest in correlating the work in the various classrooms. The following statement prepared by Miss Dempsey shows the detailed working of the plan of correlating subjects.

"The teacher of Civics, for example, takes up the subject of surface, elevated and subway lines, emphasizing their special significance in the community, their influence on the growth of industries, their effect on the value of property, etc. From this point, the teacher of Office Practice continues the subject, emphasizing in her turn the value of this knowledge to a stenographer. This brings up the discussion of promptness in arriving at the office, necessity of selecting homes convenient to business or of applying for positions which may be conveniently reached,

and lastly, the value of a knowledge of local geography and transit lines to a girl who wishes to assume more and more responsibility in her business.

"The English teacher selects for topics for essays and discussion such subjects as the students may reasonably be expected to know from their work in Office Practice, Civics, Geography, etc. When the work of the Office Practice class is 'Filing,' the English teacher assigns for written work such problems as the following: 'You are a stenographer in a new firm and you inform your employer that a filing system would improve your work. He asks you to recommend the system best adapted to that office, and explain in what ways you may be made more efficient by means of it.'

"The Typewriting work is kept closely correlated with English and Drawing in addition to Office Practice. The teacher points out strong points in the letters to be copied, and tries to PREVENT errors in English rather than correct them. When arrangement of letters is discussed the teacher makes her explanation in terms of drawing, employing the same terms for general principles and encouraging the students to recognize elements in typewriting which have already been pointed out to them in the drawing class. The students have to file all their own typewritten work and are held responsible for errors in their own files.

"Practical application of the work taught in the Office Practice class is given to the students in the offices of the Principal, Administrative Assistant, etc. When the subject of alphabetizing is taken up in class, the students apply their knowledge by arranging in alphabetical order all the registration cards for the school. At each lesson one girl is made 'Office Assistant' and she is required to plan the method of distributing work in order that it may be done in the quickest, most effective way. When a group of three students is sent to the office for practical work, one girl is sent as 'Office Assistant' and her duty then is to check up the work of the others, in order that the percentage of error may be reduced to a minimum. When the students are

learning filing they first make their practical application in the Office Practice room under the supervision of the teacher and later in the administrative offices under the supervision of an 'Office Assistant' of their own.

"One of the benefits we hoped to derive from the one-year course was that of rescuing students from the short-course institutions, and we have been paying some attention to that side of the question this term. In the Main Building, thirty-five students were asked to state what they should have done if there had been no one-year course. Four said that they would have begun the four-year course and remained one year. One said she would have enrolled for the four-year course and remained two years. Thirty stated that they could not have come to high school at all. The majority of the latter said they would have gone to a certain business school specifically mentioned. Being interested in the methods employed by this particular short-course school, I obtained some interesting information. The girls say that in the last year in elementary school the students receive Christmas, Easter, or other holiday greeting cards from the private business school. Later in the term a representative of the school calls at the homes of the girls and begins a campaign to secure the girls' enrollment. The visits are kept up at intervals until graduation and sometimes even after the student has been enrolled in a public high school. One of the girls says that the conditions in a specifically mentioned school which 'follows up' the elementary seniors are unpleasant and the school objectionable, but after the girls have enrolled and paid their money they are unwilling to change for the public high school.

"The work of class 3g deserves particular mention at this time. The girls of this section entered the Bushwick High School in February, 1919, registered for the one-year course. After the completion of the year's work, these girls were kept in school for further study. The class was organized on the cooperative basis, working one week in school and one week in offices. In February, thirty-three girls were registered for this course. Twenty-seven are still in school.

"The cooperative girls continued their study of English, Bookkeeping, Stenography and Typewriting, with special emphasis on the latter subjects. The girls are now able to write easy letters fom dictation at sixty or seventy words a minute and transcribe the work neatly on the typewriter. In plain copy work on the typewriter they have an average speed of thirty words a minute with accuracy. During the week out, some of the girls do stenographic work, others do copying on the typewriter and still others general office work. Personally, I feel that the work of this term has been more valuable to the girls than the work of the entire first year. I hope this practice may be continued so that one-year course pupils will be kept for a term on the cooperative basis after completing the work outlined in the one-year course."

Mr. Milo F. McDonald, Coordinator for Bushwick High School, adds the following statement:

"The average salary the girls are receiving is $12. This salary is, even under present wage conditions, somewhat above the average for girls of their age. The girls average somewhat over fifteen years. The salary paid to the girls is, however, a minor feature. There are two points which, to my mind, are of far greater importance. In the first place the plan has not only afforded the girls an opportunity for gaining five months of extra school work; but it has also given them the opportunity of being guided vocationally during this additional term. As a result each girl is today in a position where she can remain permanently and where there are possibilities of advancement. Not one girl is in a "Blind Alley" position, such as she might have secured without the help of the school. Another important feature is that the teachers feel that the girls show far more initiative and interest since their placement in business."

Respectfully submitted,

H. W. LEYENBERGER,
Administrative Assistant.

Principal Janes of the Boys High School, reports on the new course in Economics as follows:

"The introduction of the study of Economics has been a great help in combating the radicalism which was rampant in our school a year ago. The word rampant is perhaps too strong, but it is admitted by all of the teachers of Economics that Socialism is much less in favor among our boys than formerly. It is felt also, that Economics is a distinct aid in training our students to think clearly. It has, we think, helped us in our history teaching, as it has revealed to us that we have had a tendency to develop the memory at the expense of the reasoning power."

This tendency to develop the memory at the expense of the reasoning power is the greatest weakness of our education of today notwithstanding the constant study of methods by our teachers. Teaching having for its object the development of the reasoning power must be carefully planned each day. The teacher himself must be a clear thinker. In so far as a subject can force the introduction of a type of teaching, Economics will, I trust, create a demand for teachers who will train boys and girls to think straight. I therefore welcome this testing for Boys High School.

Mr. John M. Avent, First Assistant in English in the Julia Richman High School, submits the following as the corner stone of the course in English.

1. One distinctive need of our girls is a training in precision —precision in speaking and writing, in voice production, in sentence structure, and in the "decencies of English."

2. A second distinctive need is as thorough a training as we can give in reading literature to notice the difference between the sham and the genuine.

3. If we can equip our girls with these two tools of an education, they can go on growing in the long years ahead of them.

Changes in Principals of High Schools

During the past two years important changes have taken place in the principalship of high schools. Three new high schools have been established. The annex of the Morris High School at Mott Avenue and 144th Street on November 14th, 1918, was made an independent school and named the Theodore Roosevelt High School. Mr. William R. Hayward, formerly First Assistant in Commercial Branches in the Washington Irving High School was made principal. The annex of the Morris High School at Broadway and Academy Street was made an independent school on February 1st, 1920, and named the George Washington High School. The annex of the Girls High School in P. S. 42, Brooklyn, was on the same date made into an independent school under the name of the Girls Commercial High School. Of the George Washington High School, Arthur A. Boylan, formerly principal of 165, Manhattan, was installed principal on February 1st, 1920, and on the same day Mrs. Evelyn W. Allan, formerly teacher of salesmanship in Julia Richman High School, was made principal of the Girls Commercial High School.

To fill the vacancy in the Morris High School caused by the resignation of John H. Denbigh noted in my last report Mr. Elmer E. Bogart, administrative assistant in that school, was installed as principal on January 24th, 1919, and to fill the vacancy caused by the death of Principal Fairley, of the Commercial High School, Mr. Gilbert J. Raynor, First Assistant in commercial branches in the school, was appointed on November 19, 1918.

In December, 1918, Theodore C. Mitchell, principal of Jamaica High School, suddenly died and in his place, Charles H. Vosburgh, for many years the assistant principal of that school, was selected. At the time of writing this report, we have one actual vacancy, that is in the Bushwick High School, caused by the sudden death of Dr. Frank Rollins, and two prospective vacancies, one in the Flushing High School, caused by the retirement on September 1st next of Dr. John Holley Clark at the age of 70, the other in the High School of Commerce due to the resignation of Dr. Arthur M. Wolfson, who plans to enter business in September next.

The loss of so many principals has been a great blow to the high schools. Their places are most difficult to fill and upon the success of the Board of Superintendents in selecting proper men and women to fill their places the future of the school largely depends. Our high school problems become more complicated every year. The very highest types of principals are urgently needed. Ability as proved by achievement must be the one basis of appointment if our high schools are to do their duty by the children of this city.

Syllabus of English 8P—DeWitt Clinton High School

Mr. Paul, in submitting the report of Mr. Jaxon Knox, concerning the experimental course in the modern drama which he has during the past six months offered as an elective to pupils during their last term in the school, calls attention to the efforts that have been made in this course to provide a background of knowledge of the drama that will serve as a basis for the formation of proper standards that result in better decision in the choice of the plays attended and a clear comprehension in judging the worth of plays presented upon the contemporary stage.

Purpose.—The boys of New York schools seldom go to a play. They attend moving picture shows, vaudeville, burlesque and sometimes musical comedy. These performances are all disjointed and incoherent, making no demands on continuity of attention and sacrificing reality, probability, intellectual honesty and a sane and decent attitude toward life in order to amuse at all costs. From continued attendance at such theatres the boys lose the power to consider any extended action in a play, and also the power to enjoy really good work.

The purpose of this course is to give the boys plays which are entertaining or interesting and also honest depictions of probable people in sensible situations. We wish to give them the opportunity of knowing plays of the better kind so that they may by contrast see the foolishness of their present dramatic food and perhaps be persuaded to go to good plays when they leave school. We also wish to train them so that they can pay attention to a play for more than one short act. We wish to increase their powers of continuous application.

Contents.—The course contains specimens of the good and best plays produced since 1890 selected with care as to their suitability to the boys' age and mental development. It follows as nearly as possible the following outline:

1. Study of the origin of the drama in Greece, the method of play production in the Athens of Pericles, and the knowledge of the type of play written by the three great Greek tragic writers. This is not a detailed or exhaustive treatment.

2. Study of the origin of the drama in England, its development to Shakespeare's day, the type of play that followed Shakespeare. The Nineteenth Century play before Ibsen; Ibsen's contribution to the farce and to the content of plays and its effect on acting and on modern playwrights.

3. The reading and study of the following plays:

(A) Augustus Thomas, "In Mizzoura"; Dion Boucicault's "The Octeroon"; old-fashioned pre-Ibsenite plays typical of the nineteenth century.

(B) Ibsen's "An Enemy of the People," studied as a contrast to the two given above to bring out Ibsen's contribution to the development of the drama.

(C) T. C. Murray's "The Birthright," a tragedy of home life and a study of character.

(D) Barrie's "What Every Woman Knows"; "Alice Sit By the Fire"; comedies of character study.

(E) Davie's "Cousin Kate"; sentimental comedy.

(F) Rachel Crother's "Three of Us," American comedy drama, verging on the melodrama.

(G) Broadhurst's "The Man of the Hour," study of New York politics.

(H) Rostand's "Cyrano de Bergerac," romantic tragedy.

(I) Dunsany's "One Act Plays," supernatural melodrama.

(J) Shaw's "Major Barbara," a philosophical comedy.

(K) Langdon Mitchell's "New York Idea," Arnold Bennett's "Milestones"; satirical comedies.

4. The composition work, grammar and technical English usual to the eighth term.

A New Course in the Richmond Hill High School

A course of five periods a week which aims to meet the needs of students who have serious speech defects was this year made part of our regular high school curriculum. It is an attempt to classify students according to their needs without segregating them or making them feel atypical. We give credit toward graduation for the work they do.

For a number of years we have tried to cope with the problem in a different way. We have used the one prescribed period of elocution for whatever occasional help that period admitted of, and we have urged weekly attendance at the speech clinics run by the Board of Education. This occasional help is, of course, most inadequate when we consider the student's needs from the standpoint of habit formation. Daily practice and thoughtful drill under careful supervision are absolutely necessary for effective results in all cases of students suffering from serious speech defects. It is a common occurrence for a stammerer or a stutterer or a lisper to be earnest and sincere in his effort in home practice and at the same time to proceed in such an incorrect manner when left to his own resources, that more harm is done than improvement secured. Correct daily practice alone can establish on the part of the student an awareness of his speech powers and the will to do the right thing in the production of all speech sounds.

The speech clinics have, like the one elocution period, the disadvantages of work which comes but once a week. Attendance is not always easy to enforce because the clinics are held after school hours. Home and school duties and geographical conditions also militate against regular attendance and the fact that no credit is given for the work serves as a big drawback.

The daily work is necessary not only from the standpoint of the student but also from the standpoint of the teacher. No occasional meeting with students suffering from serious speech defects can give to a teacher an understanding of all of the chain of circumstances which go to cause the difficulty. The problem assumes many and varied aspects and it is only the daily con-

tact with the student that can give the teacher the opportunity to study cause and effect as they enter into the consideration of methods to be employed.

The effort to meet these problems with efficiency and with justice to the student concerned has led to the introduction of our five period class. Here we aim to cure the speech defect and at the same time secure the correct use of the vocal mechanism. It is possible to cure a stutterer of his stuttering without improving to any extent the quality of his tone. He may be left with a voice which is, because of the vigor and over-effort involved in the exercises for cure, bore unpleasant than the one with which he started. Dr. Floyd Muckey has wisely said that the proper action of the voice mechanism should be induced rather than forced. Poor use of the voice is in itself a speech defect, but a defect from which a great majority of people suffer and cause others to suffer. Voice training should be a definite part of our educational scheme. It has been too long neglected. But in this class, where we do intensive work made possible by our five periods a week, we aim not only to develop the student's muscular control, which must be done in all cases of stuttering and stammering and lisping, unless the cause is pathological, but also to rid the student of muscular interference in the production of his tone. This muscular interference is one of the chief causes of the imperfect use of the vocal mechanism which results in poor tone from the standpoint of both volume and quality. We aim for the use of resonance in our voice exercises. We make the students see that resonance is the big contributing factor in both volume and quality. We illustrate this for the students by means of a tuning fork and resonator. When we succeed in securing, through resonance and a general relaxed condition, a better tone quality we can see coming to the student a feeling of confidence and security in his tone. This means that half of the battle has been won. In this procedure of aiming first to secure the correct action of the voice mechanism in the curing of speech defects we feel that we are starting with the fundamental thing in all speech work, whether in raising normal speech to a higher standard of excellence or in bringing sub-normal or defective speech up to the normal.

The problem of sustaining interest in this class while we work with individuals has become a simple one. We have succeeded in developing a spirit of cooperation and general concern for the individual improvement. Each one is watching to see the other take a step forward. It is not infrequent to have applause given to some specially good attempt. At times we assign responsibility in the matter of criticism. Some members of the class watch for correct use of the voice, others for the correct production of the vowel sounds, others for the clearness of the consonant sounds, etc. This trains the ear of the listener and develops an appreciation of speech values. Sometimes a stutterer is called upon to give, in a model way to a lisper, a sentence containing many sibilant sounds. The stutterer thus becomes for the moment a leader and gains confidence thereby. For the development of this confidence and leadership we have also trained these students with defective speech to give the setting-up drill. We aim in this class for means and devices whereby not only the attention and interest of all may be sustained but whereby there may be at all times a contribution of some kind made toward the speech improvement of all.

(Signed) SARA M. BARBER,
Chairman of Department of Oral English,
Richmond Hill High School.

Occupational Guidance in Julia Richman High School

The enormous number of students who drop out of high schools every year is a standing indictment against them. While the high schools cannot be saddled with the entire blame, they have various responsibilities in the matter. The solution lies not only in improving the work of the school but in "selling" its courses to the entering pupils. Thousands of first-term pupils have no adequate conception of the advantages of a high school training; neither they nor their parents are in a position to see the fallacies in the arguments of the "business school" agent, nor the dangers of untrained workers getting into "blind alley" jobs.

Under the immediate direction of Mrs. Mary B. Morse, we have accordingly started a one-hour-a-week course in Occupational Guidance in connection with the work in Community Civics. The topics for the present term are the following:

1. What high schools are for and what the aims and opportunities of Julia Richman High School are.
2. Ways of earning money so as to remain in school for a complete course; placement bureau, etc.
3. Educational opportunities offered outside of school by the city, by private organizations, correspondence schools, business schools.

TOPICS OF SPECIAL LESSONS

1. Work: various motives for working; very simple talk developed from the experiences of the girls.
2. Occupational opportunities for girls; classification of occupations made by the girls themselves.
3. Actual results of the work of our Julia Richman girls.
4. Choice of a life career: qualifications of the girl for the job.
5. Choice of a life career: requirements of the different jobs.
6. Conditions of securing work for a young girl: how to find a job, agencies, wants.
7. Success in a job: different ideals leading to different notions of success.
8. Legal protection of women at work.
9. Cooperation of worker to improve one's occupation: unions, etc.
10. Relation of work to citizenship.

While it is too early to judge of results, Mrs. Morse notes certain tendencies that are evident.

> "**First**, there is intense interest in the subject; **second**, the occupational studies have apparently impressed the girls with the need of further study and there have been consequently many inquiries as to general and business courses in colleges; **third**, the girls are impressed with the value of a strong personality as an asset in any position; **fourth**, girls want to talk more about their interests and their possibilities, so that there grows up a delightful spirit of comradeship within the classroom."

Recommendations

Allow me to summarize my recommendations as follows:

1. (a) That the principals of high schools should apply intelligence tests as a means of classifying the pupils entering the high schools: (b) that the subject matter, methods and pace should be adapted to the ability of the various groups of students with a view to a radical reduction of the amount of failures in high schools.

2. That the study of foreign languages be restricted to those students who have given promise of a reasonable degree of success in these studies.

3. That an addition be made to the Manual Training High School so as to make possible the carrying out of the new technical course for boys. If an appropriation cannot be obtained for the addition I recommend that the Board of Education request funds in the budget for the rental of sufficient space in a loft building to house the first year of the technical course and a further amount of $60,000 for the equipment of the space thus provided.

4. That the Board of Education ask an appropriation which shall make it possible to carry on the home nursing for girls which was given this past year at the expense of the Red Cross.

5. (a) That the courses in what New York does for its people be given in the 7th and 8th grades of the elementary schools; (b) that courses shall be introduced in the training schools for teachers which shall prepare teachers for this work.

6. That in order to offer greater inducements to teachers to enter the high school work, all teachers who receive the first assistant's license should be appointed as first assistants with the first assistant's salary.

7. That the position of director of business subjects be authorized.

8. That the Board of Education do all in its power to secure a site and building for the Julia Richman High School, for the George Washington High School, and a building for the Brownsville School.

9. That a cooperative part time high school be established in rooms now unoccupied or to be vacated in P. S. 44, Manhattan.

10. That the high school department of the Far Rockaway High School be set aside as an independent school.

11. That the Board of Education ask for an appropriation for a site and building for a technical high school in The Bronx.

Reports of Supervisors of the Division of High Schools

Allow me to submit the reports for the past two years of District Superintendent William A. Boylan who, for the past two years, has given his time chiefly to visiting teachers and making reports on renewal of licenses, permanent licenses, and character of service of teachers. With over 2,800 teaching positions in the high schools this has been a time consuming task. Permit me, therefore, to bear witness to the great industry and helpfulness of Mr. Boylan which has made it possible to keep this most vital work of the division up to schedule. This most trying work has been accomplished with a minimum of friction with the teachers who have realized the honesty of Mr. Boylan's aims in this most important matter of reporting on the character of their teaching. Although Mr. Boylan has inspected the teaching of all subjects, he has at my request made a special study of English teaching in the high schools and in his reports of last year and this year has made important recommendations which merit your serious consideration.

The reports of Dr. James P. Haney, Director of Fine Arts, reflect the steady growth in the quality and diversity of the teaching of art in our high schools. No department in our schools has so utilized outside agencies in the furtherance of its work. This cooperation between the schools, the lovers of the fine arts and the crafts is probably the greatest single service of Dr. Haney to the schools and the last two years has shown its greatest growth. I shall not attempt to analyze his report. It deserves a close study in its entirety.

The report of Mr. Lawrence A. Wilkins, Director of Modern Languages, contains an account of a most successful solution of

a problem due to war conditions. Over 20,000 pupils in high schools dropped the study of German. These pupils were shifted to other languages, notably Spanish. Competent teachers of Spanish had to be secured for them. Other work had to be found for the 160 German teachers no longer needed in teaching that subject. Mr. Wilkins tells in his report how this was done. While these great changes have been taking place, the quality of foreign language teaching has been improved. For this improvement Mr. Wilkins is largely responsible. He has displayed initiative, energy, industry, courage and a spirit of cooperating leadership, and has well deserved the permanent tenure he received this past year.

These two directors, Dr. Haney and Mr. Wilkins, have proved the wisdom of the establishment of their positions and have furnished the strongest arguments for the extension to other subjects of this same method of supervision in a large school system.

Respectfully submitted,

JOHN L. TILDSLEY,
Associate Superintendent in charge of High Schools.

LETTER OF SUPERINTENDENT BOYLAN

May 27, 1920.

Dr. John L. Tildsley,
Associate Superintendent.

Dear Sir:

It is probable that no one in the system has visited so many different classes in the high schools during the past few years as have I. These visits have not been confined to any one subject, but have embraced English, history, science, economics, community civics, and commercial subjects.

The outstanding thoughts in my mind are that we have not been placing sufficient emphasis on oral English; that the results in English, in general, vary greatly in different schools and that

there is a sad lack of cooperation between the English department and the other departments of the schools.

Recently surveys of the work in English have been made outside of New York, notably Mahoney's Survey of the Public Schools in Cambridge, and Sheridan's in Lawrence, Mass. I strongly recommend that such a survey be made of the work in English in the high schools of New York City. I am convinced that much good will result from it.

Every class in English should be visited; every head of department should be interviewed; many classes in subjects other than English should be inspected with a view to determining how the instruction in English carries over into the actual practice of the pupils; the work in a number of classes should be tested; the best methods should be noted; the peculiar conditions that prevail in New York schools, e. g., large classes, pupils of foreign-born parents should be considered; the claims of different heads of departments should be discussed; the wisdom of increasing the time of instruction and reducing the amount of matter taught weighed; the best thought in the subject outside of the city sought; the best means of correlating the work of the English department with the work of other departments determined; the teaching of oral English emphasized; minimum essentials established; the aims, methods and results in all high schools studied and compared and the whole incorporated in a report beneficial to teacher and supervisor.

No ratings should be given, no names mentioned, no adverse criticism of any school or teacher should be published.

The undertaking is too vast for one man. The committee should consist of at least three members, one of whom should be a head of department in English, one a high school teacher of English and the third, the district superintendent assigned to high schools. The head of department and the teacher should be relieved of all other work for one year. The release of the head of department need involve no expense. His teaching periods might easily be distributed among the different teachers

of his department. It may or may not be necessary to secure a substitute for the teacher of English.

This proposition has been indorsed by the Association of First Assistants in English.

Respectfully yours,

WILLIAM A. BOYLAN,
District Superintendent.

June 20, 1919.

REPORT OF WILLIAM A. BOYLAN

District Superintendent Assigned to High Schools

During the scholastic year 1918-1919, I made about one hundred sixty visits to the high schools of the city or their annexes. I inspected the work of hundreds of teachers during this time with a view to reporting on their renewals of license or their superior merit. So full a program, such a variety of subjects and such concentration on individual cases while interesting and necessary, made difficult an intensive study of some of the larger aspects of the work.

Recommendations for the Improvement of the Service

English

My experience in the high schools convinces me that the efforts of the teachers of English are hampered greatly by the careless work in expression which is accepted by teachers of other departments. Indeed, the teachers in these departments are at times themselves guilty of errors in phonation, pronunciation and syntax.

The head of department in English should have for his field of inspection not only the classes in English but the whole school. He should visit classes in subjects other than English that he may see how the work of his own department carries over into the practice of his pupils and that he may detect weak-

nesses in the use of English in the teachers of these subjects. Observation of the pupils' oral and written expression in these classes may result in modifications of the present system of teaching English. It should result in closer correlation between the work in English and the other subjects of the curriculum. Practice in English can be and should be secured in history classes, in science classes, in fact in every class in the school. These classes should be an aid to and not as they frequently are now a detriment to the teacher of English. The common weaknesses in phonation, in syntax, in sentence structure, in definition, in paragraph structure, should be brought to the attention of the whole faculty and every member of the faculty should be held responsible for lapses in these matters. In fact, it would be profitable if classes for teachers were held in which the simpler aims of the English department were made perfectly clear to the whole teaching force of the school.

The vocal utterance of our high school pupils is, in my estimation, unsatisfactory. Many of our teachers have surrendered in the face of our large foreign population. Other teachers are far from flawless in their own utterance. In general, the standard is low and worse than all in some schools there is no dissatisfaction with this standard. In some classes in oral English, the teachers have a wrong conception of their function. They divorce their teaching from the actual practice of their pupils. For example, it is not unusual to find teachers who give their pupils exercises in vowel values and neglect these vowel values in the pupils' reading or recitation. They do not realize that their chief function is to implant correct habits of vocal utterance in their pupils. To do this, it would be well to discover what are the common errors in phonation, pronunciation, tone production, and while by no means limiting their efforts to the correction of these errors, at least to see to it that in every exercise these features of the work receive due attention.

As a further aid in securing clear and distinct oral expression no teacher should follow the text with his eye while a pupil is reading aloud. It would be well at times to oblige the class to rely solely on the oral interpretation of its members for the meaning of the passage read. In other words, the pupils should

at times "read to the ears and not to the eyes" of their fellow pupils. Every oral effort should be made with care. No slovenly utterance should be permitted, no dying away like a run-down clock.

Lesson Plans

I have inspected classes in which the teachers had not prepared satisfactory lesson plans. In my opinion there should be special preparation for every lesson. These plans should be inspected by the head of department and he should have the courage to state his objections to these plans, if they show weakness.

Respect for Religious Faith of Pupils

Teachers should be explicitly forbidden to present topics for composition or debate which are likely to discredit or shake in any way the religious faith of their pupils. An attempt to proselytize in our schools would be speedily checked. Far more insidious is the work of the so-called advanced thinker who on the plea of vitalizing his work presents to the undeveloped mind of high school pupils questions which cast doubt on the existence of God or the truths of revealed religion.

Sex Hygiene

The teaching of sex hygiene in our high schools should be most carefully scrutinized with a view to determining first of all whether it should continue to form part of the curriculum. If it is determined to retain it, every precaution should be taken to present the subject with the greatest delicacy consistent with clarity.

Last Two Weeks of Term

It is probable that the last two weeks of every term are used with more profit in some high schools than in others. It would be well to secure from every high school principal, the program of studies, the actual attendance of pupils, the examinations, the

number of pupils taking the examinations in every high school. The opinions of the various heads of departments should be sought as to the pedagogical value of the work assigned during these weeks. From an examination of these data, suggestions might be made for a more profitable use of the last two weeks of the term throughout the city.

Assignment of Beginning Teachers

Teachers beginning work in the high schools are sometimes assigned to classes in a haphazard way. At times very difficult classes are assigned to inexperienced teachers. For the good of the school and the success of the beginning teachers, the experience and capability of the teacher and not the convenience of program making should be the guide in assigning such teachers.

Minimum Essentials

A subject worthy of serious consideration is the establishment of minimum essentials in the different classes of the high schools.

Miss Mary F. Cahill, of Julia Richman High School, has done creditable work of this nature. She states:

> "The confusion resulting from a lack of definite standards led to a discussion in the spring of 1914, of the advisability of having the entire department work upon and draft a uniform system of marking test papers based upon minimum requirements for promotion. The first set of methods was adopted before the close of the school year.
>
> "Since then these methods have been watched most carefully with a view to discovering weaknesses and also with a view to establishing very definite standards for the promotion of the AVERAGE type of student, at the same time agreeing upon a method of marking that would give recognition to the superior type of student and that would bring to light the student who was failing to sustain himself. A careful scrutiny of these methods will show that an attempt has also been made to bring to the surface the character of the student's weakness in either subject.
>
> "The latest revision (February 1, 1919), includes some important changes. No changes or additions have been considered with-

out a very full discussion of the matter with the teachers and time allowed for them to think over the points at their leisure. Where differences of opinion existed and it was necessary for me to decide, I have always decided in favor of the groups of teachers that have been most successful in teaching the grades under discussion."

Mr. A. S. Beatman, of the History Department of Julia Richman High School, tells in the following words what his department has done and what it plans to do in establishing minimum requirements:

"We are reorganizing our syllabi in all the upper terms to indicate a core of the most important work for emphasis and for minima requirements of each class. The special needs of the future in the way of citizenship and economic history determine the content of the core.

"We have undertaken a study of the kinds of power we are really attempting to develop with the idea of seeing if we can establish some minima there. For instance we have agreed that all teachers of first term Community Civics must develop in each student in teaching the girls how to use a library; in teaching certain fundamental methods of study in history, especially in how to read; in teaching some definite powers in interpreting maps, etc."

Standardization of Materials and Processes

We waste much time from failure to standardize materials and processes. We have much to learn from the application of scientific business management to the conduct of teaching.

There is in the Julia Richman High School a committee on standardized forms of which Miss Mabel F. Brooks, head of the English department is chairman, which has made a beginning in the matter. In March, 1919, the committee made several recommendations for uniform practice in the written work of pupils. I have seen evidence in the Evander Childs High School of efforts of the same nature.

Meritorious Work

Some very creditable work in English has been done in Washington Irving High School throughout the year. One notable piece of work was the writing of a Christmas letter by every girl in the school to the boys in three Debarkation Hos-

pitals in the neighborhood. The syllabus for English in the technical and commercial courses is worthy of mention. The teachers of English have recognized many opportunities for expressing the spirit of Americanization in their regular class work. The annual report of the department of English in this school is interesting reading.

Certain features of the English work at Evander Childs High School are sufficiently novel to warrant mention.

I. Supervised Study

A. In the sixth term classes, in addition to the four regular recitations, a period is regularly scheduled as a supervised study period. The teacher who for the past year has had more sixth term classes than the other members of the department, is heartily in favor of the permanent relation of this period, and the other sixth term instructors are only less enthusiastic. The advantages, or course, are the following: 1. The instructor, when he has his class preparing a lesson under his supervision, can learn the definite difficulties that the students find in performing their task; 2. He is brought to a realization that his assignments often require more time to prepare than the 45 minutes to which the preparation of the average boy or girl should be limited; 3. He is able to suggest improvements in the way his pupils work; 4. He can develop such an interest in the assignment that the students will look forward with considerable eagerness to the recitation as a time when the doubts and difficulties that must result from earnest consideration of the problems set, may be discussed in class.

B. During the last year of the Unionport Annex (September 1917-June 1918) a supervised study period was scheduled for every English class in the two terms (first and second) of students in the Annex. This proved successful for the reasons given above, the second point being of particular importance because the boys and girls were starting their high school course and had not become habituated, in their elementary school work, to preparing their home lessons in a really efficient way.

II. The Socialized Recitation

This was developed very far, in the last year of Unionport, but the whole department seeks to make the English recitation socialized to a considerable degree, and the feature is especially marked in the oral work. Mr. Knickerbocker has a type of recitation where, five types of problem in the field of sentence structure

or grammar having been set as home work, each of the five rows of students is called upon to give to the class as a whole the solution of one of the types of problem. One pupil from each row puts his work on the board, the others in the row discussing their work as though they were a committee. When the student has completed his board work, he consults with his colleagues, who generally have some changes to suggest. Then, the time for committee discussion being over, various members of each row explain its problem to the class and answer objections to the proposed solution, as well as give the detailed explanation of the solution itself.

III. **Pictures and Music in the Study of Literature**

Pictures are a valuable aid to the student in visualizing the characters, costuming, and setting of works of literature that have to do with periods other than the present. But the casual illustrations one can secure from periodicals are of little value compared with the pictures to be found in the expensive editions of the texts studied. One of the teachers buys handsomely illustrated editions of the books used in class, and mounts them on card board sheets so that they can be hung in the room. Griffenhagen's colored illustrations for "Ivanhoe," Dulac's colored illustrations for "The Tempest," Rackham's illustrations, also in colors, for "A Midsummer Night's Dream" are among those he has used. Might not certain of the publishing houses be willing to print sets of such illustrations for use in the schools? Such sets would have a large sale among the students at Evander Childs if they were offered at only a reasonable profit.

Musical selections played in class on the Victrola or similar instruments are very effective in giving the spirit or atmosphere of a work studied. The Pirate's Song from "Treasure Island," the Knight's Chorus from "The Coming of Arthur," Elaine's song from "Lancelot and Elaine," and the many songs from Shakespeare's plays are very helpful. In one of the classrooms at Evander Childs this method of vitalizing the English work has been followed with distinct success. Should not the English department in every high school be allowed funds for records and an instrument?

IV. Where grammar and sentence structure are studied from a consideration of errors in the pupils' composition rather than from drills in a text book, a useful device is the preparation of mimeographed sheets containing extracts from themes and written test papers. These serve as the basis of written homework which is later discussed in class recitations. Such drill is very much more vital than work done with text books.

V. Study of Vocational Requirements

Mr. Raubicheck believes that throughout the school course there should be a systematized series of themes written by the pupils on subjects connected with the various trades and professions. The object of such a course of writing is partly to develop self-analysis of the student so far as his interests and special powers are concerned, partly to lead him to study the nature and conditions of the various occupations for the sake of the training such a study affords in itself, and partly to induce a wider sympathy with people of other interests than those of the student himself.

VI. Pupils' Letters to Australia

For three years one of the teachers has had one of his classes write letters to the students in the Sydney, New South Wales, high schools. Letters written by the girls are sent to the Girls' High School on Fort Street, and the boys' letters are sent to the Boys' High School at Petersham. Replies are mailed direct to the writers at their homes, and thus the correspondence is carried on by the boys and girls themselves. Many students in Evander Childs are now writing regularly to friends across the sea—friends that were found for them by one of the English classes.

VII. Dramatics

During the first term at the new building, when the Music Room was not in constant use, Mr. Knickerbocker held his "Twelfth Night" and "Tempest" recitations there, where the students used the stage for a really dramatic interpretation of those plays. This practice developed a strong interest in the work and an appreciation of the dramatic action that could hardly have been secured otherwise. Mr. Knickerbocker is now at the head of a committee that has charge of all the dramatics at Evander Childs, and he very strongly makes the following two recommendations:

1. An elective course in the study of certain plays should be instituted in the upper terms of the school. The work in character analysis, the study of action, the appreciation of "atmosphere," as well as the direct practice in interpretation and expression—oral, facial, and bodily—would be far more valuable intensively and of much wider scope than any similar training in ordinary English work.
2. In lieu of the usual Oral English period throughout a term of English, students should be allowed to choose a one-period-a-week course in dramatics. Such groups would produce plays, the instruction being similar to that in the more intensive work suggested for the Play-Study classes but more concerned with expression than literary analysis; indeed, the students would be working for the most part as players.

WILLIAM A. BOYLAN,
District Superintendent.

TWO POSTERS FROM PATRIOTIC POSTER COMPETITION

Several hundred posters were made by the art department of the high schools in connection with this competition held in 1917. The poster on the left, made by Miss Abbie Dollin, of Erasmus Hall High School, was awarded the first prize. These posters were afterwards shown in different parts of the country.

ART IN HIGH SCHOOLS

Reports of James P. Haney, Director of Art in High Schools
Report for 1919

New York, June 30, 1919.

Dr. John L. Tildsley,
Associate Superintendent in Charge of High Schools.

Dear Sir:

I have the honor to submit the following report on the teaching of art in high schools for the year ending June 30, 1919. This presents an outline of the advance made by the department during the year and of the steps taken to forward organization and teaching and to enlist the services of outside agencies in the work of the schools.

General Review of the Year's Work

The year just passed has been one of unusual character. This has been due to the war. Because of the war there has been increased emphasis upon the emotional quality of the service rendered by teachers. Throughout the city teachers have been urged to do their best for the country in the time of need. In the art department this call has been met by a whole-hearted devotion to duty and a willingness to accept difficulties and interruptions without complaint. These interruptions and difficulties, however, have acted very seriously to interfere with the development of high standards. Many extra holidays have been declared, beginning with those due to the epidemic of influenza and extending to recent parades of returning divisions and of Boy Scouts. It is estimated that these holidays and other interruptions have reduced the effective teaching of the year one-third. In connection with this reduction of teaching time, marked difficulty was experienced in securing needed supplies. Many schools have suffered for weeks from the lack of proper paper, colors, etc. This lack has now largely been made up, but the effect of the interrupted year will be felt for many months to come.

Despite these difficulties the department has advanced in several directions. In January, 1919, a new examination scheme

was developed in connection with the Regents tests. This is described in the present report. Its results have been very salutary. Partly as a consequence of this examination and partly because of the determined effort of the art corps, technical standards in Representative Drawing have been raised throughout the city. This advance was noticeable in January, but far more apparent in June, when the work in Representative Drawing in all art studios was reviewed by a committee of thirty high school art teachers. The report of this committee laid emphasis upon the better drawing done throughout the schools.

Another encouraging movement has been in the direction of art scholarships. More schools have interested themselves in providing funds for the industrial art education of talented graduates, raising this money through sales, bazaars, entertainments, etc. Cooperative relations with the trade have also been strengthened in various directions, and additional opportunities have been offered to graduates with industrial art training to pass directly into positions in trade studios.

Perhaps the most encouraging advance of the year has been in the steady increase in the number of elective courses. These have increased from twenty to twenty-nine. Twenty-one of the twenty-five high schools of the city now offer advanced work in some form. These elective classes are fast raising technical standards in both drawing and design which will compare favorably with the best to be found in any high school system. In connection with this should be noted the establishment by the art department, in cooperation with the School Art League, of a Saturday class for especially talented pupils. Details of this class are given in this report. The work done by the students has been of such unusual excellence as to call for strong commendation from professional draughtsmen.

Service of the Corps

The general advance of the department has been due to the excellent work of the corps of high school art teachers. Despite the interruptions which have been referred to, the corps has striven to raise departmental standards in teaching and in

organization. Especial commendation is to be given to those who have helped to carry forward the work in applied design. Much of this work has to be done on materials, not furnished by the supply department, but purchased by pupils for their own use. The great increase in the cost of such material has hindered the development of this work, but the instructors have not allowed it to lapse, and through much effort have in most cases secured the needed supplies. In general the work of the corps has been marked by a strong professional pride.

Corps' Spirit

An unusual example of corps spirit and self-imposed discipline was offered by the members of the art department on November 7th. This was the day on which the premature announcement of Peace was made and schools were dismissed. It was also the day on which the regular monthly conference of the corps was scheduled to occur at 4 p. m. Only two teachers of the entire art department took advantage of the opportunity to absent themselves. The remaining one hundred and forty instructors, knowing the effort which had been made to prepare the program and exhibition of work, attended the conference and carried forward its discussion. No stronger testimony could be offered of the strong spirit of professional responsibility in which the work of these instructors is done.

Special Mention

In connection with the service of the corps, it is desired to make mention of the following instructors for aid of special importance: Miss Mary S. Booth for the development of the cooperative trade plan which has led to the interest of many industrial art firms in the work of the department; Miss Julia C. Cremins for the development of a new elective course in Wadleigh High School, with high technical standards in the second high school year; Mr. Morris Greenberg for furthering and making possible the development of large mural decorations in the Commercial High School of Brooklyn; Mrs. Samuel T. R. Cheney for the development of the several trade exhibitions of the Washington Irving High School; Dr. Henry E. Fritz for

promoting the corps exhibition of paintings; Miss Ruth W. Drake for the skillful application of applied design to material in many classes of the first high school year; Miss Dela P. Mussey for the organization of the corps luncheon; Miss Helen S. Daley and Miss M. Rose Collins for museum talks given before large audiences of pupils in cooperation with the School Art League; and Miss Georgia C. Cowan for instructing with marked success the Saturday class; also the art departments of the Manual Training High School, Evander Childs High School, Morris High School, Wadleigh High School, Washington Irving High School and Jamaica High School for generous service and highly successful results in raising funds through sales of work for the industrial art scholarships of these schools.

The Growth of the Department During the Year

The number of teachers is 143. This is but one more than the number of teachers employed in June, 1918. During the year, however, a considerable number of teachers was withdrawn temporarily. Most of these went into active service in the army, Red Cross, or Y. M. C. A. At the same time the number of pupils fell off owing to the demand on the part of factories for unskilled labor. In some cases, where this labor was partially skilled (upper grade students in the mechanics arts schools) pupils were enabled to leave the class room to enter positions at $15 to $18 a week.

With the signing of the armistice, the flow of pupils back to the class room at once began and additional teachers were promptly needed. In January, 1919, there were but four vacancies filled by substitutes in the art department. In June, 1919, there were seventeen substitutes filling vacancies or taking the places of absent teachers.

Shortage of Teachers

In connection with the foregoing, it should be noted that the art department has, in common with other departments, found difficulty in securing properly equipped teachers. The number presenting themselves for examination has fallen off and the candidates have been deficient in technique and practical knowl-

PRIZE MEDAL OFFERED FOR DESIGN

The Art-in-Trades Club, an association of Merchants, organized in the spring of 1917, a competition for the design of a medal to be cast in bronze and to be awarded each term, in the first year of the high school, for excellence in design. Over twenty contestants took part in the competition which was conducted by the Beaux-Arts Institute. The prize design shown on the left above, was made by Guiseppe Cercere. The second prize went to the medal shown on the right. This was designed by Frederick B. Clarke.

edge. In consequence, only five teachers have been added to the eligible list during the year. Of the thirty-seven candidates examined in April, 1919, it is reported that not more than three will be licensed. This will leave from fifteen to twenty vacancies to be filled by substitutes from September, 1919, to February, 1920; i. e., one art teacher in eight will be a substitute with only a beginner's knowledge and technical ability.

Teachers Under Supervision

High School	Men	Women	High School	Men	Women
Commerce	6	1	Eastern District	..	4
DeWitt Clinton	6	4	Erasmas Hall	2	5
Julia Richman	..	5	Girls	..	7
Stuyvesant	8	..	Manual Training	1	5
Wadleigh	..	7	New Utrecht	..	2
Washington Irving	..	22	Bryant	..	3
Evander Childs	..	5	Far Rockaway	..	1
Morris	..	10	Flushing	..	2
Theodore Roosevelt	..	2	Jamaica	..	3
Bay Ridge	..	5	Newtown	1	2
Boys	5	2	Richmond Hill	2	1
Bushwick	..	5	Curtis	..	2
Commercial	6	1		—	—
	—	—		6	37
	31	69			

Total: Men, 37; Women, 106. General Total, 143.
Total number of teachers, June, 1918, 142. Increase in year, 1.

In June, 1918, of the 142 teachers referred to above, seventeen were substitutes filling vacancies, or taking the place of absentees, ill or still away on war service.

Examination for First Assistants

In December, 1917, and May, 1918, an examination for first assistants was held. The results of this test have just been declared and the following members of the art department of the high schools have been licensed: Mrs. Samuel T. R. Cheney, Washington Irving High School; Miss Alma L. Hamilton, Bay Ridge High School; Mr. Morris Greenberg, Commercial High

School, and Mr. Morris Klein, DeWitt Clinton High School. The first three are chairmen in the art departments of the high schools to which they are assigned.

Departmental Conferences

Throughout the year monthly conferences (on the first Thursday of each month, 4 to 5 p. m.) have been held for the instruction of members of the corps. These meetings have been regularly maintained for the past nine years with results that increasingly show their value in maintaining cooperative effort. At each conference an exhibition has been held of selected work drawn from many classes, and demonstrations and lessons have been given by members of the corps. These instructors present phases of organization or methods in which they have been particularly successful.

Abstracts of the different programs of the year follow:

October 3rd: Exhibition from seven high schools of Silk Designs made for high school competition. The placement system of the Art Department of the Washington Irving High School, by Miss Mary S. Booth; Symposium and Exhibition on the Teaching of Lettering, by Miss M. Josephine Littig and Mr. Maxwell L. Heller.

November 7th: Exhibition of Poster and Craft Work. Development of Plan Books, by Mrs. Samuel T. R. Cheney; Making and Use of the Poster Graph, by Mr. Raymond Carter.

December 5th: Exhibition of Toy Designs, Craft Designs and Drawing from advanced elective courses. The Value of Bazaars, by Miss Alice B. Scott; Industrial Competitions and Their Value, by Miss Elizabeth Gowans; Development of a Departmental Fund, by Miss Dela P. Mussey.

January 9th: Exhibition of Fourth Term Representative Drawing, Craft Work and Wood-block Printing. Methods of Developing Block Printing, by Mr. Maximilian Rabus; The Value of Art Teaching, by Mr. Albert Sterner (guest).

February 6th: Exhibition of Textile Drawings and of selected plates from the Regents examination. New York City's Responsibility, by Mr. Leon L. Winslow (guest). Development of Drawing in the Second High School Year, by Miss Helen R. Hutchinson and Miss Kate C. Simmons.

March 6th: Exhibition of Commercial Course of Study in Art, Interior Decoration and Representative Drawing, third high school year. Development of the Assembly Art Programs, by Miss Florence A. Newcomb; Teaching of Advanced Representative Drawing, by Miss Helen S. Daley.

April 3rd: Exhibition of Lettering, Figure Drawing and Elementary Design. Teaching of Lettering, by Miss Pearl F. Pond; Composition of the Lettered Poster, by Mr. Clarence H. Sprague; and Art in High Schools, by Mr. Hugo B. Froehlich (guest).

May 1st: Exhibition of Pencil Drawings by the corps members, and Fourth Year Elective Drawing and Design. Practical Work in Batik, by Miss Virginia Murphy; the New Elective Art Course of Wadleigh High School, by Miss Julia C. Cremins; Perspective, by Mr. Ernest W. Watson (guest).

Conferences of High School Art Departments

As an additional element of instruction, local or group conferences have been held each month in each of the larger high schools under the direction of the several chairmen. These meetings have carried forward in more intimate fashion the work done in the general conferences of the department. In them, the emphasis has been placed largely on details of classroom practice. The programs have been arranged in advance and the talks on Methods illustrated by class work. Under alert and vigorous chairmen these monthly meetings have had a very salutary effect, bringing the members of the department into closer cooperation and continually causing each teacher of the group to review personal elements of instruction in the light of lessons presented by associates. This continued teaching of one another by members of the corps has been found to be one of the surest methods of raising standards of teaching.

Conferences of Chairmen

To coordinate and strengthen the work of the department as a whole, conferences of part or all of the twenty-five chairmen have been called from time to time throughout the year. These meetings give opportunity for the discussion of questions or organization and management. They have been designed, as the other departmental meetings, to enable each head of an art

department to take advantage of the successful methods employed by others. Thus they are virtually classes for chairmen in which the teaching is done by the members of the group. The more important of these meetings were held on October 10, 1918; subject, "Methods of Securing Better Drawing." January 16, 1919; subject, "The Development of a High School Art Scholarship System." This meeting was held in connection with the Scholarship Committee of the School Art League. A special meeting was held May 20, 1919; subject, "Preparation and Marking of Plates in Examination."

Revised Regents Examination

In the school term from September, 1918, to February 1, 1919, the department prepared for the new system of marking papers in the Regents test. The older practice required pupils to submit to a memory test in object drawing in the 4th term (end of second high school year) and a similar test in drawing in light and shade in the 6th term. The new plan requires pupils to submit a limited number of drawings done during the term under class instruction. The memory test has thus been done away with and teachers are enabled to emphasize the more important part of object drawing. This is the representation of the forms before the student.

In January, 1919, only 4th term pupils were permitted to submit class work, but in June, 1919, both 4th and 6th term pupils were required to do so. An important and additional change in the examination was one authorizing of the Director of Art for High Schools to mark the papers with the aid of a city marking committee, instead of sending them to Albany to be submitted to a state marking committee.

Results of the New System of Examination

The results of the change in examinations have been encouraging in every way. The papers submitted have shown an advance in class room standards. This was to be expected when pupils were made to realize that the work done in the class room was not in preparation for examination, but was the examination itself. The marking of the papers in the city accom-

POSTERS FROM THE HEALTH POSTER CONTEST

This competition was organized in the spring of 1918. Nearly five hundred students participated in the twenty high schools which took part. The competition was inaugurated by the Committees on Tuberculosis of New York and Brooklyn, and after the contest groups of posters from the exhibition were sent to over a score of cities.

plished a two-fold result: Firstly, it permitted all of the papers to be marked within a single day and thus obviated the long delay which has often ensued between the forwarding of the papers to Albany and the return of the official marks; secondly, it permitted the papers of the entire city to be reviewed by the committee selected to do the marking.

A large examining committee not only marked the papers, but also submitted a carefully written criticism on the work of each school. This is the first time such a review has been submitted and the results were highly beneficial. A copy of the criticism was forwarded to the chairman of each high school with the request that the points raised be taken up in conference and that elements of teaching needing revision be strengthened. The criticisms as a whole were thoughtfully prepared and were well received by the teachers in the several schools. A determined effort followed to strengthen weak points. The general result of this clearly appeared in the papers submitted in the June examination, which, despite the interruptions of the term, showed an advance over those submitted in January.

Development of Object Drawing in the Second High School Year

A further advantage attaching to the new system of examination is to be noted. This flows from the fact that as pupils are no longer required to pass a memory test, teachers have been at liberty to present interesting and varied objects in place of the limited group of forms required in the older system. A very marked change has therefore taken place in the character of the models used throughout the schools. Certain schools have had so-called "Model Drives" in which pupils have been encouraged to bring as gifts to the school, interesting forms to draw. A decided increase in the interest in the drawing lessons has followed the presentation of these more appealing forms, and this interest has aided in securing higher standards of technique. The whole subject of representation has thus come, through the change in examination, to be placed on a new foundation. A noticeable advance has already been made and further developments may reasonably be looked for in the year to come.

Drawing in the Third High School Year

The advance in object drawing in the second high school year has been marked by a coincident change in the third year. This is due to the same cause; i. e., the requirement that pupils submit for examination the drawings made from objects in the class room. The drawings in the third high school year are done in pencil, in light and shade. Under the new conditions it was confidently expected that a very decided impetus would be given to this work. Unfortunately, a change in the requirements for entrance to training school has served to curtail the drawing in the third high school year very materially. Until recently pupils preparing for training school have been obliged to take drawing in the third high school year, and to pass with a mark of 75%. This provision insured students equipped to take up the methods work in drawing required of all studying for teachers' licenses. The new ruling admits any high school graduate whether or no this student has passed in intermediate (3rd year) drawing. As a result many students during the last year, who are preparing to enter training school, have omitted intermediate drawing. The general school system will soon feel the result of this lowering of standards and this lack of preparation. All elementary school teachers of the lower grades must teach drawing, and all should be given adequate preparation.

Pupils Taking Third Year Drawing

The following tabulated statement gives the entire list of high schools with the number of pupils taking intermediate drawing in each school. It will be noted that in several cases the total number of pupils in both the 5th and 6th terms, of the third year, is now so small that even a single class has been formed with difficulty. Newtown High School with girl academic pupils has no third year class and in the Julia Richman High School, Evander Childs High School, Far Rockaway High School, Jamaica High School, Richmond Hill High School and Curtis High School, the combined classes for the 5th and 6th terms number less than twenty pupils. In the Girls' High

School all pupils of the third year are required to take drawing. This accounts for the large number enrolled in the third year classes of this school.

PUPILS TAKING INTERMEDIATE DRAWING IN HIGH SCHOOLS, FEBRUARY TO JUNE, 1919

High School	No. Pupils	High School	No. Pupils
Commerce	..	Eastern District	39
DeWitt Clinton	28	Erasmus Hall	25
Julia Richman	7	Girls	*256
Stuyvesant	..	Manual Training	70
Wadleigh	73	New Utrecht	..
Washington Irving	60	Bryant	32
Evander Childs	12	Far Rockaway	10
Morris	60	Flushing	20
Theodore Roosevelt	..	Jamaica	13
Bay Ridge	54	Newtown	..
Boys	..	Richmond Hill	10
Bushwich	45	Curtis	13
Commercial	..		
	339		488

Total 827

* This is the last year that classes of this size will appear in the Girls' High School. In September, 1919, all fifth term classes in drawing will be small. In some cases so few pupils will elect drawing that it will not be possible to organize classes even for those who wish to pursue the subject.

Development of Elective Courses

In October, 1915, a syllabus of advanced elective courses was adopted. These offered six different forms of work to meet the needs of different types of high schools; these are: Technical Drawing, Art History, Applied Design, Interior Decoration, Commercial Design, Mechanical Drawing. Each school is at liberty to offer one or more of these courses for five periods a week, with five additional periods of home work. High technical standards are required; in addition, lectures are given, notes are kept and the work in general placed upon a basis comparable with advanced work in other subjects. The development of

the courses has been very successful. They now offer a decided inducement to gifted pupils to remain in high school that their talent may receive training.

Nine schools introduced the courses in February, 1916. This number has since increased to twenty-one schools offering twenty-nine courses, as follows: Commerce (boys) Commercial Design; DeWitt Clinton (boys) Technical Drawing; Julia Richman (girls) Applied Design; Stuyvesant (boys) Technical Drawing and Applied Design; Wadleigh (girls) Interior Decoration; Washington Irving (girls) Art History; Evander Childs (boys and girls) Technical Drawing; Morris (boys and girls) Applied Design and Mechanical Drawing; Bay Ridge (girls) Applied Design; Boys, Mechanical Drawing; Bushwick (boys and girls) Technical Drawing; Eastern District (boys and girls) Applied Design and Mechanical Drawing; Erasmus Hall (boys and girls) Applied Design and Technical Drawing; Girls, Applied Design and History of Art; Manual Training (boys and girls) Applied Design; Bryant (boys and girls) Applied Design; Flushing (boys and girls) Applied Design; Jamaica (boys and girls) Mechanical Drawing and Commercial Design; Newtown (boys and girls) Applied Design and Mechanical Drawing; Richmond Hill (boys and girls) Interior Decoration and Mechanical Drawing; Far Rockaway (boys and girls) Applied Design.

Graduate Course in Industrial Art

In connection with the development of the advanced elective courses, there should be noted the opportunity which now offers to girl graduates to pursue a post-graduate course in Industrial Art in the Washington Irving High School. This course covers the two years of work presented to the regular students of the high school, but permits the graduate student to specialize in drawing alone, and by so doing to shorten the required work to one year, if necessary, though students are recommended to remain eighteen months. A number of graduates from different schools are admitted each term under these conditions (twelve during the last term) and are rapidly prepared in intensive and very carefully supervised courses in commercial design or costume illustration. Some of these students later pass on to Indus-

COSTUMES DESIGNED FOR A PAGEANT

The Washington Irving High School, each term, conducts in its art department a competition for prizes for costume illustration, offered by Mrs. Edward Robinson. The drawings above show original designs made by pupils in the third high school year. In this competition over thirty pupils took part, each designing four or five costumes in some historic period.

trial Art Schools, others enter the trade as designers. Talented girl pupils, it will thus be noted, can, from their early high school years, be directed into courses which give increasing emphasis to the training of their talent, and make possible the direct use of it when trained in industrial pursuits. As yet, it has not been found possible to develop a similar graduate course for boys. This would be highly desirable, and its organization is recommended.

Advanced Commercial Courses

While graduate courses in Industrial Art do not offer to boys, two undergraduate courses in Commercial Design have been developed. One of these is presented in the High School of Commerce, the other in the Commercial High School of Brooklyn. Both of these offer elementary courses of two periods a week in the two lower high school years, with advanced elective courses of five periods a week in the higher years. The Manhattan course has been in operation for some terms, the Brooklyn course was inaugurated during the past year. Both offer inducements to the talented boy to specialize in Commercial Design, but neither presents a course which is more than a preparation for advanced work in a professional school. The industrial courses for girls of the Washington Irving High School are developed on a basis of twenty periods a week for two years. It is manifest, therefore, that five period courses for the same length of time can carry the student but a short distance along the road of professional training.

New Course in Wadleigh High School

The steady movement of the course of study is toward elective courses of greater length. Only in this way can talented pupils be early interested and induced to remain in high school to have their special ability cultivated. A development in this direction is presented in a new course instituted in February, 1919, in the Wadleigh High School. This offers an elective of five periods a week after the first year and is designed to enlist the interest of pupils who desire to specialize later in advanced schools of industrial or fine art.

The results of the first term's work in this course have been very satisfactory. Unusual interest has been shown by the pupils and excellent technical results have been secured. The course will follow the practice found most successful in training industrial students; i. e., intensive work in drawing succeeded by work in color, the study of nature, principles of conventionalization and the development of designs for application to a variety of different materials.

Stuyvesant Exhibition of Advanced Elective Work

The Stuyvesant High School made a special exhibition of its advanced elective work in the Metropolitan Museum in June, 1919. The work shown included some hundred examples of drawings and designs developed from study in the Museum. Particular interest attached to the application of motifs derived from Museum specimens. In several cases the original study of the specimens was shown as a very careful drawing in color. A second drawing showed the design motif; and a third, the application of that motif to some constructed form for use in the modern home. Interesting adaptations of this type had been made for designs in metal, wood and clay. In several cases, the designs for metal had been modeled in relief in wax and showed clearly the value of the studies made from the historic originals. Credit for this exhibition is due to Dr. Henry E. Fritz and Mr. Philip Fischer, teachers of Stuyvesant High School, under whom this advanced work has been developed.

Assembly Teaching

The presentation of art topics in assembly is recommended to all high school departments. These lessons it is urged be brief and well illustrated by drawings or lantern slides. The topics may deal with the history of art or with the relation of practical aesthetics to our everyday surroundings.

Progress has been made in this direction during the past year, but it is slow, chiefly owing to the infrequent assemblies in the different schools. When but few meetings are held programs are crowded with routine announcements and few opportunities offer to art teachers to present illustrated talks. In

the Washington Irving High School a daily assembly is held. This school, therefore, has been able, under Miss Florence A. Newcomb of the art department, to present a continuous series of art topics. Each topic has been developed by an individual teacher. For the most part, pupils have given the talks and made the necessary drawings or exhibited the lantern slides. The program since February 1, 1919, follows: History of Tapestry (1); Indian Design (1); Chinese Influence in Design (1, 2, 3); The Inspiration in Indian Design (1, 2, 3); A Visit to the Metropolitan Museum (1, 2); Famous Painting (1); American Painting (1); Outlines of Architecture (1); Architecture in New York (1); Glimpses of New York (1); American Fashions in the 19th Century (2); Dress Design (2); Characteristic Period Silhouettes (2); Children in Historic Costume (2); The Story of Pegasus (2); Triumphal Arches (1, 2); Army Insignia (2).

(1) Illustrated by slides; (2) drawings; (3) objects.

Standard Drawing Room

The specifications for the standard drawing room have, with the cooperation of Mr. C. B. J. Snyder, Superintendent of School Buildings, been revised and extended during the past year. These now call for a studio half again as large as an ordinary recitation room, with raised platform, storage and cloak rooms, running water, blackboards and display boards, model stands, and abundance of space for the exhibition of work and the storage of material. A special type of desk is furnished together with a special type of stool. This drawing table or desk is, by means of devices, made available for freehand or mechanical work, but has no adjustable parts to be broken or rendered useless. New rooms of this type are to be introduced into the annexes of the Bryant High School and the Newtown High School. These rooms will offer good illustrations of a desirable plan and equipment for city high school studios. They will accommodate a maximum of thirty-six pupils and offer many highly desirable conveniences in space economically disposed.

Mural Decorations in Commercial High School

Two mural panels, each 14x17 ft., have been installed during the last year in the auditorium of the Commercial High School of Brooklyn. One of these represents Ancient Commerce, the other Modern Commerce. They are the work of A. J. Bogdanove, a pupil of the late C. Y. Turner. These panels were procured at the instance of the art department and through the cordial efforts of both teachers and students of the school. The Municipal Art Society also contributed to the funds for their purchase. The panels are placed either side of the platform, and from their highly decorative treatment and coloring lend most effectively to the attractiveness of the hall. They were unveiled November 18, 1918, with appropriate ceremonies. One is dedicated to Dr. William Fairley, the late principal of the school; the other, to the fifty-two graduates who laid down their lives in the Great War. Handsomer or more suitable memorials it would be difficult to conceive. They are at once an honor to those they commemorate and to the spirit of the school whose cooperative effort made them possible.

Scholarships and Scholarship Funds

Through the cooperation of the School Art League, the New York School of Fine and Applied Art and Pratt Institute, a system of industrial art scholarships has been developed which now offers opportunities for advanced study to a number of graduate students. The payment of the necessary fees is in part made by the respective schools (through funds developed by sales of their applied art work) and in part through contributions of the League. The cooperation of both teachers and pupils is thus enlisted to aid the talented in developing their gifts of drawing and design.

A number of additional schools have participated during the past year in raising scholarship funds through fairs, sales and bazaars. The list of awards (made on nomination of the several schools) follows: In February, 1919: Simon Shulman, Stuyvesant High School; Elsie Hermann, Wadleigh High School; Mary Fraser, Fannie Alvis, Washington Irving High School; Lillian

INDUSTRIAL ART EXHIBITION, BROOKLYN INSTITUTE MUSEUM

This picture shows three of the cases in the Industrial Art Exhibition arranged by the Brooklyn high schools in the galleries of the Brooklyn Institute Museum, in May, 1917. Eight high schools took part in the exhibition, and work in a great variety of materials was shown.

Blauvelt, Morris High School; Gus Edelstein, Commercial High School; Gertrude Honigsberg, Helen Goldman, Girls' High School.

In June, 1919: Mary O'Hanlon, Mollie Rubin, Helen Shankroff, Washington Irving High School; Andrew R. Janson, Victor Riso, Stuyvesant High School; Florence Oetjen, Katherine Donahue, Evander Childs High School; Martha Lifschitz, Ethel Gross, Morris High School; Helen Norberg, Bay Ridge High School; Marjorie Meyer, Jamaica High School.

Trophy Competitions

Two drawing trophies are competed for semi-annually. These consist of bronze medallions mounted upon carved oak panels. One is contributed by the Municipal Art Society and the other by the School Art League. These trophies are awarded at the end of each school term after a competition by teams of five pupils each from the several high schools. The test is one in drawing from memory and from the object. Small bronze replicas of the medallion are awarded to each pupil on the winning teams, while the trophy itself remains in the possession of the school until the competition at the end of the succeeding school term.

The Municipal Art Society Trophy was won, in January, 1919, by the Stuyvesant High School, and in June, by the same school. This is competed for by pupils in the 4th school term (end of the second year). Sixteen teams entered the June competition.

The School Art League Trophy was won in January by the DeWitt Clinton High School, and in June, by the Morris High School. This is competed for by pupils in the 6th school term (end of third year). Eight teams entered the June competition.

Medals

The art department offers semi-annually in each high school a bronze medal for good draughtsmanship in the first and in the second high school years. Where intermediate (light and shade) drawing is taught an additional medal is offered in the

third year. All these medals are presented through the cooperation of the School Art League, the first being the gift of the Art-in-Trades Club (for design), the second coming from the Alexander Foundation, and the third (St. Gaudens) from the Barnett Foundation. In January, 1919, 24 Art-in-Trades Club medals were awarded, 24 Alexander medals, and 18 St. Gaudens medals; in June, the numbers awarded were: 24 Art-in-Trades Club, 23 Alexander, and 20 St. Gaudens medals. The award in each case is to the student whose total marks for the year are highest.

High School Teachers' Exhibition

From May 14th to May 30th, 1919, the high school corps exhibited in the Municipal Art Gallery of the Washington Irving High School an extensive showing of their own works of art. These included over two hundred paintings, portraits, landscapes and decorative studies in oil and water-color, together with a number of etchings, pencil drawings and pastels. The exhibition was promoted and hung by a committee of teachers headed by Dr. Henry E. Fritz of the Stuyvesant High School. It was seen by a large number of visitors and received very favorable comment. As an example both of the technical and professional skill of those contributing and of the cordial cooperative spirit of the corps, it deserved warm appreciation.

Trade Conferences

To promote closer relations between the industrial art world and the high schools, a number of trade conferences have been arranged during the year with representatives present from the schools and from trade studios. Small gatherings have been sought as a rule, that the exchange of ideas might proceed without formality, but two larger meetings were held for the purpose of familiarizing the teachers of the advanced classes of design with trade ideas, standards and methods of reproduction. The first of these (Oct. 24, 1918) was held at Cheney Brothers where designs for silk printing and weaving were explained by Mr. Frederick W. Budd; the second in the studio of Mr. Harry Wearne (Dec. 3, 1918), where the process of developing hand-

block printed patterns was reviewed in detail. The thanks of the department are due these gentlemen and to many other representatives of the trade who have assisted materially during the past year in bringing the schools into closer touch with the needs of industry.

Exhibition of Textile Designs

To illustrate the professional character of its industrial design, the Washington Irving High School, in January, 1919, exhibited in the Municipal Art Gallery of the school over two hundred textile designs made by students. These included patterns for silk and cotton printed goods and woven goods. In variety and excellence this formed the best exhibition of its kind that the school has shown. It brought strong commendation from the trade, which sent representatives in number to visit it and to purchase patterns unusually good in color or design. Over a score of designs were thus sold. The trade papers gave wide publicity to the exhibition and the Textile Department of Gimbel Bros., to aid in making the work known, kindly offered a large window for its display. A number of selected examples were thus shown for some days and attracted wide attention from the general public. Much credit attaches to the art teachers of this high school for this graphic demonstration of the practical work of the industrial art department.

Trade Exhibition

In order to emphasize the fact that its industrial art graduates are succeeding, the Washington Irving High School, in June, 1919, arranged a showing of an unusual nature. This consisted of some four hundred examples of work done in trade studios by students originally trained in the industrial art department and now earning their livings as professional designers. A wide range was covered, including a great variety of material in commercial design, pattern magazine work, costume illustration, decorative drawings, textile design (with which was shown printed textiles made from the patterns), etc. A striking feature of the exhibition was a series of working drawings done by graduates who had become tracers and mechanical draughts-

men. During the acute shortage of labor caused by the war, these young women were called in to take the place of absent men and were found so well trained and technically disciplined that they were rapidly advanced in the draughting offices employing them.

This exhibition as a whole attracted much attention. It was visited by many representatives of different trades, including a large delegation from the upholsterers Association. It illustrated the value of the fundamental training given by the school and the wide range of employment for which this training fits the graduate. It also showed the increasing area of the professional field which is opening to women. Several of the exhibitors had firmly established themselves and were drawing good salaries at the age of twenty-one. The credit for the development of this excellent showing is due to Miss Mary S. Booth who planned and arranged it, and secured the cordial cooperation of her associates and the graduate students of the art department.

Cooperation of the School Art League

The School Art League rendered increasingly valuable service to the department during the past year. Despite the difficulties which beset many similar organizations because of the war, the League maintained and carried forward its helpful activities. It gave eight illustrated talks for high school students (Junior members) at the Metropolitan Museum, and also arranged for the free admission of these pupils to the four professional art exhibitions held in the Fine Arts Building. It financed the Exhibition of Toy Designs by the high schools in the Art Alliance galleries, and also defrayed the teacher's salary of the Saturday class for talented high school students. It cooperated with the high schools in providing twenty art scholarships for graduates, and contributed medals for art awards in each high school.

In addition it should be noted that the League continued its Docent service in the elementary schools, and through the Docent or visiting teacher, took one hundred and fifty-four classes to the Metropolitan Museum and to the Brooklyn Institute Museum. It

ELEMENTARY DESIGNS IN PRACTICAL APPLICATION

Above are shown only a few of the scores of practical applications made of elementary design in the first year classes of the high schools. The candle-sticks, bowls and tiles shown above were made in the Bushwick High School, Brooklyn.

increased the number of illustrated talks to elementary school pupils, giving these every Saturday throughout the season in the Metropolitan Museum and for a shorter fortnightly series in the Brooklyn Museum. In all the League reached audiences which totaled for the year, 47,258 persons.

Saturday Class for Pupils

In February, 1919, the art department secured the cooperation of the School Art League in the establishment of a Saturday class for talented pupils. This class was formed for both boys and girls in the Washington Irving High School and was placed under the instruction of Miss Georgia C. Cowan. The League defrayed the salary of the teacher. Pupils were invited from the several high schools and many more applied than could be accommodated. After trial the class was reduced to some thirty-five members, representing fifteen different schools. The instruction consisted of drawing in pencil, pen and ink, wash and color, from a variety of models including bird and animal forms loaned by the American Museum of Natural History. The hours were from 9:30 to 12:30, and the lessons continued throughout the term. The work demanded was of a high order and the instructor was remarkably successful in securing results of admirable technical quality.

Owing to this fact and to the many different high schools represented, the class served a double purpose. Not only were the pupils themselves trained to do excellent work, but they carried their work back to their home schools where it served markedly to stimulate the interest in good drawing by raising standards far higher than those usually found in any high school. The class thus became an influence for good quite out of proportion to its limited size. Strong commendation is due to Miss Cowan for these excellent results.

Cooperation of Art Alliance

In October, 1918, the Art Alliance held in its galleries a general exhibition of Textile Designs. This was a professional showing of several hundreds of patterns contributed by competitors from many cities. Two hundred dollars were offered

in special prizes to the students of the city high schools, and local competitions were organized in ten schools as a test of how far the general instruction in design would carry the high school student in a professional competition. Some two hundred designs were completed in the schools, and of these eighty-two were submitted in the final competition. The results were highly commended by the jury, all of whom were representatives of the Trade. The chairman of the jury, Mr. W. D. C. Crawford, art editor of "Women's Wear," wrote as follows:

> "Permit me to offer the congratulations of myself and the jury to the art teachers of the high schools for the splendid showing made in the Design Competition. * * * It is very gratifying to see the remarkable showing made by the pupils."

A prize of $25 was awarded to Carolyn Brookman, of the Bushwick High School, $15 to Victor Echevarria, of DeWitt Clinton High School, and $10 to Louise Goerger, of the Bryant High School. Honorable mentions were also given to students of the Bushwick, DeWitt Clinton, Erasmus Hall, Washington Irving, Manual Training and Wadleigh high schools, and in addition, the judges, in recognition of the excellence of the work displayed by the Bushwick High School, made a special award of $20 to the Industrial Art Scholarship Fund of the school. It is of interest also to note that several of the designs exhibited were sold to the trade. The exhibition thus served to emphasize the practical nature of the art teaching done in the class rooms.

Competition and Exhibition of Designs for Toys

In December, 1918, a competition was held for designs for toys. This was promoted by the Toy Manufacturers Association and the School Art League, each of which contributed funds for prizes. The competition was organized on lines similar to those referred to in the Textile Exhibition. Eighteen schools took part, local prizes being offered in each school. Unusual interest was displayed by the students, two hundred and fifty-four presenting designs in the preliminary contest. One hundred and twenty-seven of these designs were selected by the school judges for the general exhibition which was hung from

December 14th to 28th, in the galleries of the Art Alliance. Each competitor showed three drawings in color. The exhibition was full of interest because of the quaint and humorous nature of many of the designs. Several showed ingenious mechanical devices and were commended by trade representatives as having valuable selling qualities. The prizes awarded by professional judges were as follows: First, to Lena Palestine, Washington Irving; second, to Helen Norberg, Bay Ridge; third, to Marguerite Schaeffer, Erasmus Hall; honorable mention, to Florence Rupprecht, Bushwick; Edward Krugleck, Stuyvesant, and Renato Contini, Bryant.

Cooperation of the Municipal Art Society

The Municipal Art Society offers each term its Drawing Trophy. It also presents medals to each of the contestants upon the winning team. This year, in addition, the society invited the art department of the high schools to cooperate in the holding of a joint meeting on Industrial Art at the Metropolitan Museum. The School Art League, the Art Alliance and the Art-in-Trades Club were also invited to participate. This meeting was held on February 11th, and was attended by an audience of over five hundred persons. The Director of Art for High Schools was invited to preside and a program of several short papers was presented. The art department was represented by Miss Mary S. Booth, who described the steps taken to place the girl graduates of the industrial art courses in desirable positions in the trade. All the addresses were highly practical, the meeting serving as a distinct aid in the movement toward more concrete art teaching and toward the establishment of the much needed Industrial Art School in New York City.

Cooperation of Art Societies and Trade Organizations

Throughout the year it has been the effort of the department to promote cooperative relations between Art and Trade associations in order to further the teaching of art in the high schools and to afford wider opportunities to gifted pupils to study under advantageous conditions. References have been made under the several headings of this report to the organizations which

have aided, and appreciative acknowledgment of their several courtesies is here offered to: The Metropolitan Museum for use of its auditorium and its gallery for the exhibtion of school work and docent, or teaching, service; the Brooklyn Institute Museum for similar service; the American Museum of Natural History for many prepared specimens used in drawing classes; the School Art League for funds, prizes, medals and lecture service; the Art-in-Trades Club for prizes; "Women's Wear" for prizes; the Municipal Art Society for prizes; the Art Alliance for use of its galleries; the New York School of Art, the School of Applied Design for Women and Pratt Institute for assistance in scholarships; the National Academy of Design, the Architectural League and the New York Water Color Club for the free admission of high school pupils to their several exhibitions.

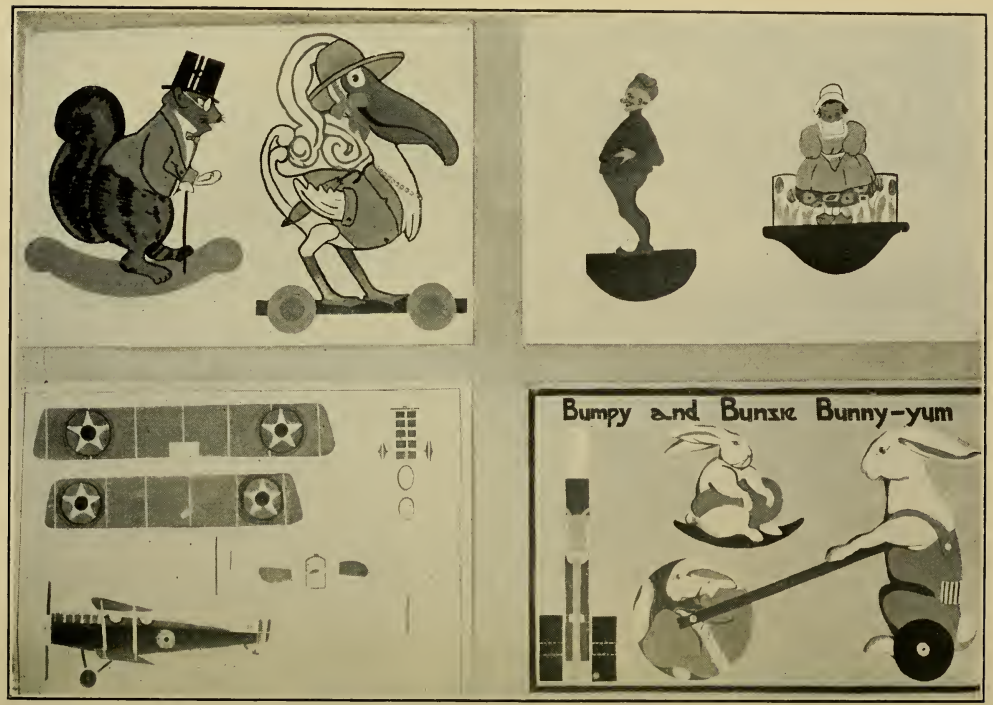
Illustration of Patriotic Manual

The art department of the high schools was called upon in October, 1918, to assist in the illustration of the manual entitled: "A Syllabus of the World War." As part of the illustrations, it was decided to use a number of the posters prepared in the high school war poster competition of 1918. Posters by students from the Manual Training High School, DeWitt Clinton High School and the Commercial High School were used, and it was encouraging to see how well these held their own in comparison with other illustrations by professional draughtsmen.

It may be noted in this connection that the original poster competition drew out over four hundred competitors. During the fall of 1918, selected examples from this competition were sent by the School Art League to nearly a score of cities which had requested them.

Alice Epler

With much regret, announcement is made of the death, on May 1, 1919, of Miss Alice Epler, who, for over twenty years was a teacher of drawing in the art department of the Jamaica High School. Miss Epler was a painstaking, systematic and thorough teacher, devoted to the interests of the art department of her school and active in forwarding the details of its administration.



TOY DESIGNS FROM HIGH SCHOOL COMPETITION

This was a competition held in connection with the meeting of the Toy Makers Association in New York City. Several hundred original designs for toys were contributed by high school pupils. The illustrations show a few of these for rolling, rocking and flying toys. These were developed for the purpose of emphasizing American toys for American children.

She was of modest and retiring disposition, but alive to the need of relating the work of the art department to the life of the school. In this connection, she found the elements of Pagentry of particular service, and in the development of these elements was notably successful.

Pupils Under Instruction in First Two Years

Register of pupils in First Year classes for the month of May, 1919	Boys	14,399
	Girls	13,794
Register of pupils in Second Year classes for the month of May, 1919	Boys	9,234
	Girls	8,683
Total pupils in First and Second year classes		46,110
Total pupils under instruction, May, 1918		44,323
Increase in year		1,787

NOTE:—Drawing is a required subject of all pupils in the first and second high school years, with the exception of a number in commercial courses that study drawing only in the first year.

Respectfully submitted,

JAMES P. HANEY,
Director of Art in High Schools.

Report on Art in High Schools for 1920

June 30, 1920.

Dr. John L. Tildsley,
Associate Superintendent in Charge of High Schools.

Dear Sir:

I have the honor to submit the following report on the teaching of art in the high schools for the year ending June 30, 1920. As this report is to be published in connection with the report rendered June 30, 1919, unnecessary repetition has been avoided of details presented in the former statement.

General Review of the Year's Work

The past year has seen the art department recover in a large measure from the shortcomings occasioned by the war. Evidence of the emotional strain then placed upon teachers and pupils is still visible, but for the most part, that which may be termed the "poise" of pupils and instructors has been regained and the department's work, as a whole, has been forwarded with great spirit and earnestness by the entire group of teachers.

The most significant advance made in the year has been in the form of the new three-year elective course. This has developed with marked success. A year ago, it was possible to point only to one school which had made tentative efforts in this direction. Since that time, eleven other schools have organized "major" art courses and many scores of talented pupils have been enrolled in these courses.

This, for several reasons, is the most striking advance made by the art department in a decade. For the first time, the subject "Art" has been placed on a parity with other electives. For the first time, also, it has become possible to offer to talented pupils an opportunity to cultivate their skill in systematic fashion over a term of years.

This is a "talent saving" scheme of real importance. It means that, hereafter, boys and girls gifted with artistic ability will have offered to them, in our high school system, opportunity to cultivate that ability, at the same time that they gain a general high school training. In other words, it will be unnecessary for them to leave some years before graduation, that while still undeveloped, they may attend an art school to find opportunity for their aesthetic expression. Many have so left in the past to the manifest detriment of their general education. The future may be expected to see "major" art courses developed in so many of the larger schools that a very considerable group of pupils will be prepared to advance to post-graduate industrial art courses.

Thus, for the first time, the way is clear for the artistically gifted pupil to use the high school as an agent in a training both general and technical, which will help him forward into the art industries. When the very present needs of this country

along industrial art lines are considered, the significance of this plan will become plain. It is part of a systematic effort to direct those with talent into channels where that talent will be of great benefit to themselves and to the country at large.

The details of the development of this work during the last year are noted in the body of the report. As part of this movement, the increase in the number of art scholarships offered to graduates is encouraging. A majority of the high schools have interested themselves in securing funds for the future education of their most talented graduates. These funds have been raised through the sales of art objects made in the high schools and through various entertainments. In the present month (June, 1920) not less than twenty of these scholarships were offered in different high schools, half of the required fees being paid by the high schools themselves and half by generous friends cooperating through the School Art League.

Note is also made of the advance in School-Museum work. Several schools have declared "Museum Days" and have, in this connection, sent ten or more classes at a time to visit and study in the museums' galleries. A variety of additional classes have also been opened for the high school students in the museums.

The greatest difficulty experienced during the year has been caused by the shortage of teachers. This has been so pressing, throughout the spring term, that there have been sixteen unfilled vacancies in the corps aside from the half dozen vacancies occasioned by prolonged illness or the absence of corps members. Over twenty substitutes have, therefore, been continuously employed for the past six months; that is, one art teacher in seven has been a beginner with only a beginner's knowledge and ability.

Service of the Corps

Strong commendation is given to the work of the art corps as a whole. A large number of these teachers have shown perseverance and enthusiasm in raising technical standards and in cooperating among themselves so that each individual might have the advantage of aid from the group. Especial note is made of the classes arranged to assist these teachers in Technique.

A very large number attended these meetings, which were held on Saturday mornings. The work done in them was of a very practical kind, and later showed its good effects in higher class room results. Especial mention is made of the cordial spirit in which a number of art departments planned and carried through campaigns for raising money for scholarships through bazaars and other entertainments. In general, the work of the corps has been marked by a manifest desire to work in a spirit of mutual helpfulness.

Special Mention

In connection with the service of the corps, it is desired to make mention of the following instructors for aid of special importance: Misses Helen S. Hutchinson and Florence L. Goding, for the development of the new technical course in drawing; Misses Helen R. MacDonald, Elizabeth Gowans, Beulah E. Stevenson, Katherine Van Allen, Margaret L. Murphy, Catherine A. Lancaster, Alma L. Hamilton and Virginia Murphy, for the high technical standards achieved in advanced elective courses; Misses Ethel H. Averell and Mary F. Doux, for instructing the Saturday class; Misses Annie McCrea, M. Rose Collins, Alix S. Cameron and Julia C. Cremins, for the development of group museum visits; Misses Mary S. Swick and Irene Forrest, for raising unusually high standards in academic second year drawing, and Miss Helen S. Hutchinson and Mr. Morris Klein, for raising similar standards in third year drawing in light and shade; also, the art departments of Washington Irving High School, Wadleigh High School, Evander Childs High School, George Washington High School, Morris High School, Theodore Roosevelt High School, Bushwick High School, Commercial High School (boys), Eastern District High School, Erasmus Hall High School, Manual Training High School, Jamaica High School and Curtis High School, for the helpful service and very successful results in raising funds through entertainments and the sale of work for industrial art scholarships for these schools.

In addition to the above, commendation is extended to the large number of teachers who gave much time and effort in the development of the Poster Competition for the Tuberculosis As-

EXHIBITION OF APPLIED DESIGN AT THE ART ALLIANCE OF AMERICA

Twenty high schools participated in this exhibition, held in the galleries of the Art Alliance, May 19th to June 9th, 1918. The exhibits included designs applied through embroidery, batik, wood-block printing, stenciling, staining, etc. Nearly a thousand different articles were shown.

sociations of Manhattan and Brooklyn. Twenty-three of the twenty-seven high schools competed, and more than five hundred posters were prepared in the different high schools. Many of these showed technical standards of great excellence.

Growth of the Department During the Year

The department has remained practically stationary in size during the year. One hundred and forty-three teachers were employed in June, 1919, and one hundred and forty-five in June, 1920. This slight increase is accounted for by the fact that while there were several new classes organized in the first and second high school years, there were a very considerable number disestablished in the third high school year, owing to the abolition of Intermediate Drawing as a required subject for Training Schools. In the Girls High School, for example, 256 pupils took intermediate drawing in the term ending, June, 1919; whereas, in the term just closed, no pupils studied this subject. Similar reductions in the size of the drawing department took place in other schools, the decrease in the intermediate drawing classes being offset, only in part, by the additional advanced elective courses which have come to take the place of the work previously required in the third high school year.

Shortage of Teachers

The economic conditions which interfered with the securing of an adequate number of teachers for the school system, as a whole, acted in similar fashion to lower the number of applicants applying for appointment to the art department of the high schools during the year. With this reduction in number, there was also a reduction in the ability of those who applied, so that of all taking the drawing examination in September, it was possible only to secure four candidates, whose names were placed upon the eligible list. These four were appointed in February, and one additional teacher in May. These five teachers were entirely inadequate to fill the number of vacancies in the department. Their appointment left sixteen vacancies which have not been filled to the present time. The significance of this statement lies in the fact that the vacancies are increasing faster

than available candidates are presenting themselves. The department, in other words, is continually falling behind in its teaching staff. It is hoped that the recent increases in the high school salary schedule will serve to attract a number of teachers to the examination to be held in September. These increases now offer a maximum of $3,700, as an annual salary, to assistant teachers in the high schools, and $4,200 to first assistants.

NUMBER OF TEACHERS UNDER SUPERVISION

High School	Men	Women	High School	Men	Women
Commerce	7	..	Commercial (girls)	.	2
DeWitt Clinton	6	4	Eastern District	.	4
George Washington	.	2	Erasmus Hall	2	7
Julia Richman	.	5	Girls	.	5
Stuyvesant	8	1	Manual Training	2	5
Wadleigh	..	6	New Utrecht	.	2
Washington Irving	.	22	Bryant	..	3
Evander Childs	1	5	Far Rockaway	..	1
Morris	.	7	Flushing	.	2½
Theodore Roosevelt	.	2	Jamaica	..	3
Bay Ridge	.	5	Newtown	.	2½
Boys	4	3	Richmond Hill	2	1
Bushwick	1	4	Curtis	.	2
Commercial (boys)	6	..			
	33	66		6	40

Total, Men, 39; Women, 106. General Total..... 145
Total number of teachers, June, 1919..... 143

Increase in year 2

Art Courses Offered in the High Schools

Synopses follow of the art courses offered in the high schools:

Academic Course:

In all academic divisions of the high schools, pupils are required to study drawing for two years, two periods a week. The first year is devoted to the subject of applied design. Decorations in color are made for application to a variety of materials, and in a large number of classes, particularly in girls' schools, designs are worked out in the materials themselves.

In the second high school year, the required work consists of representative drawing done in outine from familiar objects. The plates made in the latter half of the year are submitted in examination for Regents credit.

Commercial Course:

In the three-year commercial course offered in various high schools, drawing is a required subject only in the first year, two periods a week. Pupils are required to study lettering and later make a variety of signs, advertising cards, etc., as a practical application of the alphabets learned.

Fourth Year Elective Courses:

Special forms of work are offered as a one-year course in the fourth high school year on a basis of five periods a week, with five additional periods of home work. Six different subjects may be pursued in this fashion by high schools which organized classes for this purpose. The subjects are: Applied Design, Technical Drawing, Commercial Design, Interior Decoration, History of Art and Mechanical Drawing. At present, as noted in this report, fourteen high schools present this fourth year elective work in one form or another.

Three-Year Elective Course:

The three-year elective course may be offered by any high school which desires to organize classes for this purpose. The work is presented on a basis of five periods a week, with five periods of home study throughout the three years. This presents Art, as a so-called "major" subject. In the first year Representative Drawing is studied from a large variety of nature forms and in different media: pencil, pen and ink, tempera, etc. In the second year the study of Color is pursued, and later, the principles of Design. A number of very carefully executed plates are required. In the third year the work is differentiated to meet the needs of the high school and may be offered as Applied Design, Interior Decoration, etc. At present, as noted in this report, twelve schools have organized elective courses of this description.

Industrial Art Course:

This course is organized only in the Washington Irving High School. It offers to girl students an intensive course of training for professional work. The course is three years long. Six periods a week of drawing are offered in the first high school year and twenty periods in each of the second and third years. The first year work and the first half of the second year work is in Representative Drawing done from a large variety of models in different media. In the second half of the second year, the principles of Color and Design are

studied; and in the third year, the pupils may elect to study Commercial Design, Costume Illustration, or Textile Design. The elected subject is pursued under very careful supervision for the entire year, and the students who desire to do so, may further elect six months' post-graduate work in the school. The object of this course is to furnish practical designers for the trade, and the placement bureau has been successful in securing positions for practically every graduate who wished employment. These professional courses are under constant scrutiny by representatives of the trade, and every effort is made to prepare the students to meet the conditions required in the art industries.

Mechanical Drawing Course:

In addition to the above courses, an elective course, two periods a week, of mechanical drawing, may be offered in the second and third high school years. At present, only two high schools offer this course, other schools preferring to present it as a five period a week subject.

Reduction of Intermediate Drawing

A marked reduction of the number of classes in Intermediate Drawing has taken place during the past year. In the annual report for 1918-1919, attention was called to the fact that the recent abolition of Intermediate Drawing, as a required subject for admission to training school, would act in the course of the next few years to cause this subject to disappear from the curriculum. During the past year, the reduction has been very marked. In June 1919, 827 pupils were reported as having taken the course during the preceding term; whereas, in June, 1920, only 277 pupils appeared for the examination in Intermediate Drawing. Ten high schools reported that the Intermediate course had been entirely abandoned. This means that students entering the Training Schools for Teachers are now far less well prepared in drawing than has hitherto been the case. The untoward results of this practice have been pointed out. They have already been experienced in the Training Schools and will later necessarily manifest themselves in the poorer preparation of teachers presenting themselves for positions in the elementary grades.

New Three-Year Elective Courses.

In September, 1919, application was made to the State Department of Education, for the approval of a new elective course

EMBROIDERY IN FIRST YEAR HIGH SCHOOL CLASSES

These bags were made and embroidered by pupils in the Manual Training High School, Brooklyn. The process shown is that of applique, where one material is stitched upon another, so that the stitching shows a strong decorative line. Very many bags like the above are made in the first year classes of the high schools each term.

in drawing. This looked to see the subject offered in the second, third, and fourth high school years as a prepared subject, with five periods a week of school work and five periods a week of home work.

Under date of September 25, 1919, a letter was received from Mr. Leon L. Winslow, Specialist in Drawing for the State, in which it was noted that it would be "possible for students registered in the advanced drawing courses to receive 5 counts each year for the second, third and fourth high school years, provided, of course, that at least 5 hours a week are devoted to them through each year"; and that, "Students should spend an equal amount of time in preparation outside the class room." Following this agreement on the part of the state authorities, six schools organized these advanced courses, and on the first of February, 1920, five additional schools introduced this work. One more will do so in September, 1920, making twelve in all. These are: Wadleigh High School, George Washington High School, Evander Childs High School, Bay Ridge High School, Bushwick High School, Erasmus Hall High School, Manual Training High School, Girls High School, Bryant High School, Commercial High School (boys), Julia Richman High School and the High School of Commerce. In the last three schools, it has thus far been possible to organize the work only on a two-year basis.

Pupils who elect this work follow the topic as a "major subject" for three years. The first year is given to a study of Representative Drawing. This is pursued for five periods a week and in various media, students being taught on an individual basis and advanced as rapidly as possible from exercise to exercise.

As the students are those who have natural talent for drawing, their progress is rapid and in the second half of the year, work in light and shade and color, is offered. The models used throughout this year for drawing, are first, familiar objects. These are followed by drawings from shells, butterflies, birds, animals and flowers. Cordial thanks are extended to the American Museum of Natural History for its very generous cooperation in furnishing these classes with varied and interesting specimens to be used as models.

In the second year, Color and Design are pursued in the same fashion, drawings and decorations being prepared during the class session and a weekly series of lectures recorded in a notebook.

The third year has not yet been developed, but it is intended that in this year the pupils, on the basis of the training in drawing and design given in the two preceding years, shall specialize in some one form of Applied Art peculiarly adapted to the needs of the school offering the course. Two of the girls' high schools, in pursuance of this idea, will offer Costume Illustration, one will offer Interior Decoration, and two or more, Commercial Design, including Lettering. Others will offer their third year work in the form of Design, with practical application to different materials.

An outline of the Three-Year Elective Course is offered in Appendix I.

Fourth Year Elective Courses

The high schools which have undertaken to develop the three-year elective courses have, for the most part, abandoned the more limited elective work, which was previously offered in the fourth high school year. Because, however, of the necessity of organizing good sized entrance classes in each three-year elective course, this newer work has been limited to the larger schools. In these schools, only, are there applicants sufficient to permit large introductory classes to be formed. Other high schools throughout the city have continued to offer the fourth year elective courses, as heretofore, on a basis of five periods of school study and five of home study a week. These fourth year courses and the schools giving them are as follows: DeWitt Clinton High School, Technical Drawing; Stuyvesant High School, Technical Drawing; Washington Irving High School, History of Art; George Washington High School, Mechanical Drawing; Boys High School, Mechanical Drawing; Eastern District High School, Applied Design and Mechanical Drawing; New Utrecht High School, Technical Drawing; Far Rockaway High School, Applied Design; Flushing High School, Applied Design; Jamaica High School, Applied Design; Newtown High School, Applied De-

sign; Richmond Hill High School, Mechanical Drawing. Only three of the twenty-seven high schools offer no advanced work.

The advantages offered by the various elective courses, particularly the three-year course, have already been referred to. A very practical illustration of these appear in the graduating classes of the present month (June, 1920). Although the elective work is still in the process of organization, more than three scores of talented pupils will take post-graduate courses in the different industrial art schools of the city. The Wadleigh High School, for example, will send six of its graduates to the Washington Irving High School, for the post-graduate work in Design, and an additional scholarship pupil to the New York School of Fine and Applied Art. This result is indicative of the real need for these courses which has long existed in the school system.

Heretofore, talented pupils have either been obliged to remain in high school without having an opportunity to specialize in their chosen field of work, or what has been much more frequently the case, have been led to leave school in the first or second high school year, that they might find the work they desired in some art school. The untoward results of this practice appear in the inadequate training which these pupils have secured before specializing. With the new courses in full operation, opportunity will be afforded in all of our larger high schools for specialization on the part of the art-minded without neglect of the necessary elements of a general education. The students will thus be kept longer in the lap of the school and better trained for further work in professional schools.

Departmental Conferences

Regular monthly conferences for the instruction of the members of the art department have been held on the first Thursday of each month, from four to five p. m., with the exception of February, when the conference day was so stormy that the meeting had to be abandoned. At each conference an exhibition was held of selected work and a program was presented in which members of the corps participated. Particular emphasis in all of these conferences was laid upon the practical details of class room pro-

cedure. Teachers who had been particularly successful in different phases of the department's work being called upon to illustrate the methods which they had employed.

Abstracts of the different programs of the year follow:

October 2nd: Exhibition of drawings made in the Metropolitan Museum of Art by high school students. Plan for the Development of Exhibition Cases, by Miss Florence L. Goding. Talk on "Pageantry" by Mr. Dugald S. Walker.

November 6th: Exhibition of printing, commercial work and representative drawing, from the fourth term. "My Experiences Abroad," by Mr. Ely M. Behar. Practical Work in a Commercial High School, by Mr. Raymond Carter.

December 4th: At this meeting, Public School 59, Manhattan, presented to the high school art department and their guests, the Peace-Democracy Pageant prepared by that school for the Thanksgiving celebration. This remarkably interesting performance was participated in by three hundred children.

January 8th: Joint exhibition of designs from the first high school year by twelve high schools. The Foyer and Its Use as an Exhibition Hall by the School, by Miss Martha A. Hurlbut. Modern Applied Designs, by Mr. Herbert E. Martini.

March 4th: Exhibition of work of the three-year elective courses and of the work of the Saturday morning class. A symposium on School-Museum Cooperation, by Misses Davis, Chandler and Abbot, representing the Metropolitan Museum of Art, and Misses Frost, Newcomb, Cremins, Averell, Collins and Mr. Klein, representing the high school art corps.

April 1st: Exhibition from ten schools of representative drawing from the second high school year. A Museum Day and How to Plan It, by Misses Annie McCrea and M. Rose Collins. The Raising of Art Department Funds, by Miss Julia C. Cremins. A symposium on Representative Drawing, by Misses Parker, Currier, Locke, Faulkner, Hamilton and Mrs. Fox.

May 6th: Exhibition of advanced work from the elective courses of ten high schools. The Development of First Year Design, by Miss Maud M. Isles. The Value of the Elective Courses, by Miss Dee Beebe. Blackboard Drawing and Its Practice, by Miss Beulah E. Stevenson. A Demonstration of Figure Drawing, by Mr. F. G. Cooper.

DESIGNS FROM ADVANCED CLASSES

In the advanced elective classes in design in various high schools, many problems of exceeding interest and beauty are completed each school term. The above show a few from the Bay Ridge High School. These include a flower stick, tile, calendar and tray. The woven cord work of the tray was made by the designer.

Classes for High School Teachers

Beside the regular monthly conferences for the instruction of members of the corps, three courses have been offered within the department. The first course offered five lessons in Lettering, with pen and brush, and was held on Saturday mornings in October and November. Mr. Morris Greenberg, of the Commercial High School (boys), generously offered his services as instructor. The class was attended by thirty-five instructors. An additional talk on "Etching" was given by Mr. Greenberg, at the Brooklyn Institute Museum, on December 18th.

A class in Technical Drawing was held by the Director, at the Washington Irving High School, on eight Saturdays, beginning February 14th. Fifty members of the corps registered for this class which offered study from specimens loaned by the American Museum of Natural History, in pencil and in pen and ink. Drawing from the draped model was also included.

A class in Reading and Public Speaking was organized by the Director on February 16th. This offered eight lessons and was given on Monday evenings in the Washington Irving High School. It was presented with a view to training the participants in "assembly teaching"; i. e., in giving talks and demonstrations before large groups of pupils in school assemblies. Eleven members of the corps pursued this course.

Revised Regents Examination

The method of marking the Regents papers submitted by the students in the academic courses in the second high school year, has been described in the 1919 report. Further tests of this practice have served to commend it in many ways. Primarily it has led to a decided rise in technical standards in Representative Drawing. The reason for this is two-fold: first, because students have been offered an opportunity to draw from models more varied and interesting than those presented under the former memoriter system; and second, because the examination of the papers by a selected group of art instructors has resulted in apt and stimulating written criticisms which have led the teachers criticised to seek to better their work.

Thirty teachers were assigned as a central marking committee, to act at the time of the Regents examination in January and in June. At the test in January, 1920, of the many hundreds of papers submitted, only forty-three were returned to the schools because of ratings, considered unduly high. In the examination in June, 1920, only six papers were returned of the 3,294 submitted in the elementary test, and none were rejected of the 277 submitted in the intermediate test. This indicates that a very commendable standard has been maintained by the marking committees of the individual schools. These rated the papers before sending them to the central revision committee for reconsideration and comment.

Exhibitions

Health Poster Exhibition: At the instance of the New York Tuberculosis Association and the Brooklyn Committee for the Prevention of Tuberculosis, a competition was arranged in the high schools in March, 1920. This competition offered substantial prizes for "health posters" designed to assist in the campaign against the White Plague. Twenty-two of the twenty-seven high schools entered this competition and over five hundred posters were completed. One hundred and ten of these were shown in the galleries of the Art Alliance of America, 10 East 47th Street, Manhattan, from May 26th to June 1st. A committee of judges awarded the first general prize to Miss Florence Rupprecht, of the Bushwick High School. This carried with it $50 in gold, and a gold medal. A second price of $30 was awarded to Miss Dorothy Howland, of the Washington Irving High School, and "honorable mentions" were given to Marian Herzberg, of the Bay Ridge High School, Hyman Sack, of the Stuyvesant High School, and Marguerite Schaeffer, of the Jamaica High School. The prize poster is to be reproduced for general distribution and all the posters shown at the Art Alliance are to be arranged as a traveling exhibition which is to be sent to thirty or more of the larger cities throughout the country.

This is the second competition of this kind which the department has developed in cooperation with the Tuberculosis Associations. The first was organized in 1918 and was later widely exhibited. Mr. Graves Moore, of the Tuberculosis Association, at whose instance the original competition was organized, writes as follows of the use made of the earlier designs: "These posters have been in constant use since they were made. The committee first exhibited them in the dispensaries of the Settlement Houses, Y. M. C. A. and Y. M. H. A., and later, thousands of people saw them in the refectory in Prospect Park. Later still, the exhibit was sent to many other cities, including, Bos-

ton, Philadelphia, Pittsburgh, Atlantic City and Framingham. As a result of this wide distribution, no less than fifteen other cities have held poster contests modeled directly on that organized in the New York City high schools. To show how high a standard the New York students reached in their work, it is noted that immediately after the original exhibition in New York City, the Chicago Tuberculosis Committee bought a dozen of the prize designs to stimulate the making of similar posters in the Chicago schools."

Silk Design Exhibition: The industrial art department of the Washington Irving High School held an exhibition of silk designs made by students, in the Municipal Art Gallery of the school, from June 3rd to June 25th. Over four hundred highly individual and colorful patterns were shown and a number were sold to the trade, which sent representatives to study the work.

Pageants

The request of the Superintendent of Schools that Peace-Democracy Pageants be presented by the schools of the city during the month of November was cordially responded to by the several high schools. Over twenty of these participated in the production of pageants, and in all cases the art department was called upon to assist in designing costumes, scenery and accessories. Many of these pageants utilized the services of three to four hundred pupils, and in the case of the Eastern District High School Pageant, presented in May, 1920, eighteen hundred students were costumed and grouped with the aid of the art department of the school.

To assist the elementary schools in the preparation of pageant material, the art department called a general conference at the Washington Irving High School, under the auspices of the School Art League, on October 28, 1919. Three hundred elementary school teachers were present as delegates at this meeting, which was addressed by a number of instructors who had made a special study of pageant work. At the conclusion of the November celebrations, a special conference for the art corps was held at the Washington Irving High School, on December 12th, in order that there might be a general interchange of suggestions regarding the further development of pageant work.

Mural Decorations in the Washington Irving High School

A very striking addition to the mural decorations of the high schools was made on Thursday, May 13, 1920, when the Washington Irving High School unveiled twelve large panels, designed and painted by Barry Faulkner, as a decoration of the great entrance hall. The preparation of these paintings continued over a number of years, their completion being delayed by the war. The interest of the Municipal Art Society was originally enlisted by the first principal of the school, Mr. William McAndrew. Through the Municipal Art Society, represented by the late John W. Alexander, Mrs. Edward H. Harriman very generously offered to defray their cost. The panels represent scenes from the life of the colonists and decorative maps of early Manhattan. They are treated boldly in color, enhanced by the use of gold.

Trophy Competitions

The drawing trophies referred to in the report for 1919 were competed for in January and in June, 1920. The Municipal Art Society Trophy was won, in January, by the Morris High School, and in June, by the Flushing High School. This trophy is competed for by teams of pupils in the fourth high school term (end of the second high school year). Fourteen teams entered the competition in January, and sixteen in June. The School Art League Trophy was won in January by the Morris High School, and in June, by the DeWitt Clinton High School. This is competed for by teams of pupils in the sixth high school term (end of the third high school year). Ten teams entered the January competition and seven in the June competition. The fewer number of teams in the latter competition is due to the fact that Representative Drawing, as already pointed out in this report, has been abolished as a required subject in the third high school year. Not many schools, therefore, maintain classes from which the necessary teams could be drawn.

Museum Visits

Effort has been made by the department to promote visits to the Metropolitan Museum of Art and to the Brooklyn Institute

Museum, on the part of large numbers of pupils. To this end, in addition to the visiting done by classes of pupils in Art History, Costume Illustration, and Design, separate schools have been urged to establish a "Museum Day," when a large part of the school might visit as a body. Three schools in Manhattan, George Washington High School, DeWitt Clinton High School and Wadleigh High School, have responded to this invitation and have sent groups of from four hundred to five hundred students at a time to the Metropolitan Museum, while Erasmus Hall High School has, in similar fashion, sent its first year pupils, as a body, to the Brooklyn Institute Museum. In each case the pupils have been met by the Director of Art in High Schools, who has given them a talk in the museum auditorium on phases of the museum collections, and has later arranged to have them visit the galleries in groups accompanied by their teachers. Further effort will be made in the year to come of establishing a practice on the part of a large number of schools, of holding a "Museum Day," in the same manner in which a "Field Day" is regularly held.

Museum Cooperation

The two art museums of the city have cordially cooperated in the development of the plan for school visits above described. Additional steps have also been taken by the department to establish closer School-Museum cooperation. On October 24, 1919, a letter was addressed to fourteen art teachers particularly interested in museum work, inviting them to act as a committee to formulate recommendations and suggestions as to the steps which might be taken by the museums to bring their collections into wider use by high school teachers and students. This committee included: Misses Cremins, Averell, Hutchinson, Beebe, Collins, Hamilton, Emmons, Faulkner, Spencer, Goding, Hastings, and Messrs. Fritz, Klein and Greenberg. The recommendations of the committee were later offered as a report to the museum authorities. This statement contains many valuable suggestions relative to the establishment of classes, the organization of loan exhibitions, the publication of special bulletins,

etc. It will be found as Appendix II. One of the immediate results of this report was the organization, by the Brooklyn Institute Museum, of a Saturday class in drawing for high school students. This is described in a later paragraph.

Cooperation of the School Art League

The School Art League continued its very valuable service to the department throughout the past year. It gave eight illustrated talks for high school students (Junior members) at the Metropolitan Museum, and also arranged for the free admission of these pupils to the four professional art exhibitions held in the Fine Arts Building. Owing to the fire, which unfortunately, destroyed the main galleries of this building on January 30th, the beautiful display of the Architectural League was ruined before it was opened to the public. The Academy of Design took advantage of the offer of the Brooklyn Institute Museum to display its Spring Exhibition in the Institute's galleries, and the Junior members of the League gathered there, some hundreds strong, on April 10th.

The League has also continued to defray the teacher's salary of the Saturday class for talented high school students, and has developed still further its plan for providing art scholarships for talented graduates. Art medals were also offered at the close of each school term in the several high schools, as noted in the 1919 report.

Art Scholarships

Under the auspices of the School Art League, a scheme of scholarship awards has been developed which has come to form one of the important phases of the work of the art department. The plan is detailed in the 1919 report, and has been further developed throughout the past year through the generosity of the New York School of Fine and Applied Arts and Pratt Institute. Both of these institutions have been obliged to increase their fees to regular students, but have maintained unchanged their arrangements with the League. The deep appreciation of the department is expressed for this kindness, which has enabled the League, with the cooperation of the high schools, to send

POTTERY DESIGNED AND MADE BY HIGH SCHOOL PUPILS

The above shows pottery designed, glazed and fired in the art department of the Bay Ridge High School, Brooklyn. In addition to the pottery vases, two examples of painted glass are shown, the orginal designs being made by the pupils and applied in the form of enamel paint.

nine students forward on industrial art scholarships in January, 1920, and twenty students in June, 1920. In each case the art school bears one-half the expense of the scholarship; i. e., accepts the pupil for one-half the usual fee. The remaining half is equally borne by the League and the high school nominating the pupil.

The names of the scholarship pupils and the contributing high schools follow:

In January, 1920: Wadleigh High School, Hilda Weinstein; Washington Irving High School, Rose Moselle and Margaret Frank; Evander Childs High School, Emil Maurer and Carl Wehde; Theodore Roosevelt High School, Arthur Hirshhorn; Boys' High School, Henry A. Gitlin; Commercial High School, Edward Northridge; Girls' High School, Elaine Mason.

In June, 1920: Stuyvesant High School, A. Henry Nordhausen; Wadleigh High School, Martha Cantfill; Washington Irving High School, Yvonne Grill and Helen Young; Evander Childs High School, Albert Bliss and Lillian Biedenmeister; George Washington High School, Margaret Goebel; Morris High School, Katherine Van Cook and Miss Leslie Goodman; Theodore Roosevelt High School, Edna Brandenburg; Bushwick High School, George Rupprecht and Frederick Wichmann; Commercial High School, Norman Kenyon; Girls' High School, Priscilla Mullen; Eastern District High School, Bertha Orner; Erasmus Hall High School, Fred Reinert and Dellana Kimmelmann; Manual Training High School, Anna Thomas; Jamaica High School, Henry Cordes; Curtis High School, Secondina Boano.

Saturday Classes for Pupils

The Saturday class for talented pupils formed in February, 1919, has been continued throughout the past year in the Washington Irving High School. This class is also under the auspices of the School Art League, which defrays the teacher's salary. Twenty-six lessons were given beginning October 4th, 1919, and ending May 29th, 1920. Some thirty-four pupils regularly attended, many coming from distant high schools. Because of the limited accommodations, each school was permitted to send but two students, and was requested to send only pupils of unusual ability. The results of the work have been of extraordinary interest, the high technical standards achieved having served to stimulate many other pupils to whom have been ex-

hibited the drawings made by their associates. Because of this reason, the class, though small, has made a decided impress upon the department on the whole. Sincere thanks are due and are expressed to Miss Georgia C. Cowan, who taught the class throughout the fall term, and to Miss Ethel H. Averell and Miss Mary F. Doux, who conducted it during the spring term.

In addition to the Saturday class noted above, the Brooklyn Institute Museum, in response to the recommendations made by the committee of high school teachers on School-Museum cooperation, established, in April, 1920, a Saturday class in drawing for students recommended by Brooklyn high schools. This continued very successfully with some thirty pupils for the remainder of the term under Mr. Frank Mura, of the Museum staff.

The regular attendance of the pupils of both these classes is significant evidence of the need which has been felt for this form of special instruction.

Emma A. Jones

With great regret, there is recorded the death, on July 24, 1919, of Miss Emma A. Jones, of the art department of the Girls High School, Brooklyn. For thirty-eight years Miss Jones was connected with the city schools; at first, as an assistant to the supervior in the art department of the elementary schools of Brooklyn, and for the last twenty-seven years, as a teacher in the Girls High School. For a number of years she served as chairman of the art department of this school and carried forward the work under her direction with conscientious care. Miss Jones was possessed of marked power as a teacher and throughout her long professional career, remained a student continually interested in advancing her own technical skill. Imbued with a strong sense of responsibility, she aided in many ways in raising the general standards of the department and in assisting those who entered its corps. Of modest and unassuming disposition, she won the affectionate regard of her pupils and the personal esteem of her associates. She was a loyal and devoted servant of the city.

Pupils Under Instruction in First Two High School Years

Register of pupils, first year classes for the month of May, 1920	Boys	14,230
	Girls	13,969
Register of pupils, second year classes for the month of May, 1920	Boys	9,167
	Girls	9,344
Total number of pupils in first and second year classes		46,710
Total number of pupils in first and second year classes May, 1919		46,110
Increase		600

Note: Drawing is a required subject of all pupils in the first and second high school years, with the exception of a number in commercial courses that study drawing in the first year only.

Respectfully submitted,

JAMES P. HANEY,
Director of Art in High Schools.

APPENDIX I

SYNOPSIS—THREE-YEAR ELECTIVE COURSE

Five periods of school work with five periods of home work required.

Begun in Third Term—(First Half of Second High School year.)

Pencil drawings in accented outline. Four to five completed plates in the term. Completed sheets on Bristol board of good size. Careful lettering on plates. Practice work to be done preparatory to each plate. First two plates of simple models in various positions to develop perspective principles. Subsequent plates of more complicated forms with marked attention to constructive details. Latter plates should be from difficult models or simpler models in more difficult positions (lying foreshortened). Emphasis on careful accenting of all details. Last plate to be decorative drawing in gray wash or color.

Fourth Term

Pencil drawing in light and shade, followed by pen and ink drawings, or work in water color. Models should be offered in variety (shells, birds, animal forms, as well as familiar objects). Work should be made individual; i. e., adapted to the capacity of the student. 4 to 5 completed plates during the term, with continued emphasis on construction and technique. Animal, bird forms, etc., should be secured from the American Museum of Natural History.

Fifth Term

Study of color. First plate: Chart of one or more colors scaled in intensity and value. Color definitions given. Value chart explained. Second Plate: Study in matching colors. Textile simple design copied and colors matched. (The textile should be attached to the plate). Third plate: Use good textile design. Copy this and change its color scheme to some specific color harmony. (Complementary, split complement, double complement, analogous, etc.) Color definitions of harmonies explained and transcribed in notebooks. Fourth plate: Original color scheme, using any simple motif for an all-over surface pattern.

Sixth Term

Freehand units explained and practice given in making these in monochrome followed by similar units in color. First plate: 8 to 10 original freehand bi-symmetrical units in color. Second plate: 8 to 10 freehand balanced units (not bi-symmetrical) in color. Third plate: Freehand rhythmic units in color. Fourth plate: Motif chart consisting of a decorative drawing of shell, butterfly, beetle, etc., with two or three derived units, two corner pieces and border, and an all-over pattern. Fifth plate:

Surface design in color from units derived from nature forms. (It is recommended that this design be of small motifs suitable for silk printing.) Sixth plate: If time offers, this plate should be made as a surface design for a cretonne with large motifs in color derived from nature units.

Seventh and Eighth Terms

The work in these terms will be centered round one subject, as Applied Design, Costume Illustration, Interior Decoration, etc. The synopsis for each course will be made out by the instructor giving the course in conference with the director. The work of this year shall be as closely adapted as possible to the needs of the school.

APPENDIX II

REPORT OF MUSEUM COOPERATION

The following recommendations were made by a special committee of high school art teachers looking toward cooperation between the art museums of the city and the teachers and pupils of the city high schools:

Museum Membership: It is recommended that a junior museum membership be established for high school students. The fee for this membership to be some nominal sum (as $1), to cover the entire period of the student in the high school. In return for the fee the junior members should be invited to at least one special lecture a term and should be sent a special form of bulletin, from time to time, designed to interest them in the work and exhibitions of the museum.

It is recommended that there be a special museum membership for teachers, which shall offer the advantage of membership at a reduced fee. This will serve to interest and to bring into closer touch with the museum a large number of teachers who cannot afford to pay ten dollars a year for membership.

Museum Classes: It is recommended that classes for teachers in the History of Art and allied topics be established with provision for the registration of attendance and for the holding of an examination after each course is finished. Credit for these courses should be obtained with the Board of Examiners and a nominal fee charged, if necessary. Similar courses on Art have been held at the City College, but it is manifest that the art museum is a more desirable place for a course in the History of Art, as the students can be led to study the paintings, sculpture, etc., to which reference is made in the lectures.

It is recommended that similar courses on the History of Art be established for high school pupils and that these pupils be given high school credit for attendance at such museum courses.

It is recommended that a class in drawing be also established for high school pupils. This could, with propriety, be offered on Saturday mornings, the pupils coming to the museum to draw under the direction of some teacher especially employed for the purpose.

Drawing Room in the Museum: It is recommended that one of the class rooms in the museum be equipped with model stands, etc., as a drawing room to be used, as indicated in the above recommendation.

Gallery: It is recommended that a special gallery be set aside for the exhibition of school work and that a series of exhibitions of high school art work, or of material of particular interest to high school art students, be shown in this gallery.

Loan Collections: It is recommended that traveling exhibitions be prepared and loaned to the respective high schools for exhibition in the high school halls. These collections might include textiles, prints, ceramics, carvings and framed pictures.

Loan Collections of Photographs: It is recommended that limited collections of photographs be mounted in lightly framed panels and sent to the high schools as loans. Through this device a number of different photographs, dealing with one topic, could easily be shown at one time.

Photograph Loan Department: It is recommended that a photograph loan department be established of a nature similar to the loan department for lantern slides. This would enable teachers in classes not equipped with a lantern to borrow, for illustrative purposes, the photos, using them in lessons on Design, Painting, Architecture,. Sculpture, Illustrations, etc.

Loans of Cases: It is recommended that the museum loan to high schools, glass cases in which museum collections may be exhibited in the high school halls. Cases of this description, not in use in the museum, would prove of great value in the high schools. They would serve to extend the museum galleries directly into the high school buildings and would safely house museum loan collections.

Slides: It is recommended that lists of lantern slides be prepared for high school use. These lists might be offered in printed form as aids to the high school instructor desirous of illustrating special talks on Pictures, Sculpture, Design, etc. They would be especially helpful to the teacher beginning work and somewhat at a loss to select, intelligently, from the thousands of slides in the museum's general collection.

Docent: It is recommended that the museum docent establish close connection with the high schools by visits to the high school buildings and by talks given to the high school pupils in their class rooms.

The direct connection thus established would prove of great value in developing knowledge on the part of the museum authorities of high school needs.

Bulletins: It is recommended that the museum keep in touch with the high schools by means of different forms of bulletins. A number of these are suggested, as follows:

1. **An educational bulletin:** To go twice a year to teachers, giving lists of loans available, suggestions as to the use of museum collections, schedules of school exhibitions in the museum, advertisement of courses, etc.

2. **A junior membership bulletin:** This should be issued at least twice a year and should go to the junior members of the museum and should contain information in regard to the museum collections of particular interest to the high school art student. This bulletin, if prepared with care, might serve as a letter to a large number of high school pupils and bring them into closer personal touch with the museum.

Posters: At least twice a year, the museum should issue an attractive poster designed to call attention to its collections. Several copies of this poster should be sent to each high school to be posted for several weeks in prominent places in the schools, that pupils might, continually, have before them the invitation of the museum to come to see its treasures.

Competitions: From time to time, special competitions should be organized by the museum, with a view to interesting high school pupils. One very interesting type of such competition is suggested in which a given number (say 500) famous paintings are announced in a printed memorandum. The students of the different high schools are encouraged to study these paintings and at a given time all desirous of participating in the competition gather in the museum auditorium where they are furnished with a blank list of (say 100) pictures. The pictures (100) on which the test is to be made are now thrown one by one on the screen, each remaining on the screen fifteen seconds and an interval of thirty seconds being allowed in which to write the title of the picture and the name of the painter. The student who names the greatest number of pictures and paintings, correctly, is to be judged the winner and to receive some appropriate prize.

Competitions like the above, if developed from time to time, would serve to interest a very considerable number of students in the museum and its collections, which they might, by this device, be made to study intensively.

MODERN LANGUAGES IN HIGH SCHOOLS

Report of Lawrence A. Wilkins, Director of Modern Languages in High Schools

Dr. John L. Tildsley,
Associate Superintendent.

Dear Sir:

I have the honor of submitting to you the following report on the teaching of modern languages in the high schools for the two school years from August, 1918, to July, 1920, inclusive.

The outstanding features of the past two years have been the following:

Readjustment

A gradual and satisfactory readjustment to the new order of things in the modern language field has taken place in this time. This readjustment had been under way for three or four years. The period of greatest upheaval and confusion was that of the school year 1917-1918, caused by the dislike of students for the study of German, and the action of the Board of Superintendents and the Board of Education in May and June, 1918, which abolished all beginning classes in that language for the duration of the war. Even as recently as March, 1917, there were 23,898 students enrolled in German classes, as compared with 14,714 in French, 13,362 in Spanish, 17,409 in Latin and 103 in Italian. How great has been the change in the situation may be seen from the fact that in March, 1919, there were 3,287 students in German classes, 20,920 in French, 25,729 in Spanish, 15,234 in Latin and 66 in Italian; while in March, 1920, there were 532 enrolled in German, 20,336 in French, 28,801 in Spanish, 14,845 in Latin, and 125 in Italian.

Many of our oldest and most experienced language teachers were teachers of German. Many of these foresaw the inevitable and began, even in 1916 to prepare themselves to teach other subjects. Naturally, most of these turned to other modern languages particularly French and Spanish. They prepared for

this work by taking courses in summer schools of the universities and by arduous private study, alone or with a tutor. Credit should be given to them for serious, earnest effort, and, in most cases, for satisfactory achievement. Very few of them assumed that, because of the tenure of office which teachers enjoy, the burden lay upon the Board of Education to provide them with work of some kind. That most of them acquitted themselves well in their efforts may be seen from the fact that of the 168 teachers, who in November, 1918, were working under a German license, at least 120 have either secured from the Board of Examiners a license in some other subject than German or are preparing for the examinations given by that Board. Those who have made no effort, are in most cases, teachers advanced in age who will soon retire. The licenses obtained already, or those which will be sought by these teachers, cover the whole field of teaching, including physical training, English, stenography and typewriting, biology, general science, commercial branches, and civics. The greater number of these teachers have been, or will be, licensed in French or Spanish. Of these it should be said that they have been handicapped by the impossibility, because of war times, of going to study during the summer months in France or in a Spanish-speaking country. Many are planning to study and travel abroad the summer of 1920.

It should be recorded that the majority of our teachers of German were of American birth who had chosen to teach German, a language which they had to acquire. Few of the entire group have shown anything but unquestionable and unquestioned loyalty to our country during the war. These few of German birth who may not have been in sympathy with the aims of the United States have at least refrained from lauding Germany in their classrooms, though some have shown a decided lack of a sense of the fitness of things by persisting in needlessly speaking German in the school, outside the classroom.

That holding a permanent license does not necessarily mean permanent work as a teacher is realized by those licensed in German; for that reason they realize that they have had gener-

ous treatment by the Board of Education in being allowed time in which to prepare themselves for a license in another subject. They have frequently expressed their appreciation of this liberal treatment.

Need of Spanish Teachers

In the face of the marked increase in the numbers of pupils electing Spanish there has been a dearth of teachers of that language for three or four years and not until the past year has it been possible to secure even approximately enough licensed teachers. Though the eligible lists in Spanish of the past year have been almost immediately exhausted, yet we are rapidly reaching the point where we shall have enough teachers of the language to fill positions.

War French

Because it seemed possible that the older boys of the high schools might see service in France, steps were taken in September, 1918 to establish courses in "War French" for their benefit. A committee of French teachers was appointed to draw up a syllabus, and on October 1st, 1918, those boys who were eighteen years of age, who had no French and who desired to take this course, were given programs that included "War French." This course consisted of five periods a week. The bare essentials of the language were taught. Stress was placed on the colloquial language, and since nearly all of these boys had studied previously some other foreign language, ancient or modern, progress was rapid. The work was intensive and interest keen. Credit was allowed toward graduation to the extent of one-half unit for one-half year of work. Eastern District High School (18 pupils), High School of Commerce (91), Stuyvesant High School (80), Commercial High School (47), Morris High School (18), Erasmus Hall High School (20), DeWitt Clinton High School (27), organized classes according to the plan formulated. In most cases these schools reported that serious, hard work was done and that the pupils made rapid progress. For instance, in the Commercial High School, forty of the forty-seven boys successfully completed the first half-year

The signing of the armistice caused some to withdraw from the classes and the need having passed for such work, the courses were discontinued at the end of the term in January, 1919. They were very suggestive, however, in showing what can be accomplished in rapid advancement, intensive work in French, and the results provide encouragement for work in future rapid advancement courses for older pupils of ability who can devote but a year to the study of a language.

War Service of Modern Language Teachers

It is not possible to give in detail the work done by language teachers in war service; but some of them contributed able help to the winning of the war. It is fitting to mention here, at least briefly, some of these teachers and their work. Among the men were: Captain Robert B. Marvin, first assistant in German, and Lieutenant William A. Barlow, Spanish, both of Commercial High School, War Department, Washington; Captain Robert H. Keener, first assistant in German and French, Evander Childs High School, with the army of occupation in Germany; Lieutenants John S. Norris, German, Stuyvesant; Eugene Jackson, German, and Austin M. Works, German, both of DeWitt Clinton, all in the army of occupation; Major Colman D. Frank, first assistant in French, DeWitt Clinton, with the Second American Army during hostilities as Chief Intelligence Officer in charge of the Order of Battle of the German forces, and, after the armistice, Secretary of the American Mission and interpreter for the English-speaking allies at the Permanent International Armistice Commission of Spa; decorated with the French Légion d'Honneur and the Belgian Croix de Guerre; Abraham Kroll, Spanish, DeWitt Clinton, special service in the navy; Lieutenants Herbert C. Skinner, French and Spanish, and Charles G. Montross, German and Spanish, both of the High School of Commerce and in the army of occupation; Sergt. J. B. Zacharie, French, DeWitt Clinton, with the French army from the beginning to the end of the war, who was in 1917-1918 assigned to the American army as interpreter and who won the Croix de Guerre for heroism at Verdun; Sergt. Leonard Covello, Spanish, DeWitt Clinton, in the intelligence police, Franco-Spanish border; Dr. Guillermo A. Sherwell, Spanish, New Utrecht High

School, legal adviser to the International High Commission, United States Section, Treasury Department, Washington; and Edward O. Perry, first assistant in French and Spanish, Newtown High School, special work for the peace conference delegation. All the above men volunteered their services. Among those who were drafted may be mentioned: Edward O. Dewing, French, and Henry Otten, German, both of Bushwick High School, both of whom studied in French Universities before returning to their teaching positions; Michael Lieb, Spanish, Commercial High School; A. A. Tausk, German, Boys High School, and Paul Radenhausen, German, DeWitt Clinton High School.

As for the women, first mention should be made of the exceptionally useful service rendered in the office of the Chief of Staff of the War Department, Washington, by Misses Ruth Willson, Bushwick High School, Anita Thomas, High School of Commerce, and Anne F. Carter, Morris High School, all teachers of Spanish. Miss María de G. López, Spanish, Julia Richman High School, was active in ambulance, hospital, and canteen work in France, as were also Misses Lea B. Lanz, French, Far Rockaway High School, and Ida B. Lanz, French, Morris High School. Miss Grace Hemingway, Spanish, Newtown High School, and Miss Seeber, German of the same school, were also engaged in hospital and other work in France.

These teachers largely because of their knowledge of languages, have been able to serve well their country and due credit should be given to them.

Practical Use of Modern Languages by Students Trained in Our Schools

Directly and indirectly, information reaches me of how useful the knowledge of French learned in our schools was to our graduates who saw service in France. Several received promotion in the army ranks because of that knowledge. Others wrote of how well they had been able to make their way among the French people because they were able to understand and to use French intelligently. They were able to advance rapidly in their knowledge of the language because of the good foundation acquired in our courses in French.

In the business world there is a steadily increasing demand

for employes who know French or Spanish. Many of our graduates are placed in business positions directly on leaving school because of their training in languages. Miss Isabella Hyde, head of department in the Julia Richman High School, has been particularly successful in placing girls who were trained in French. Some of them receive in a short time as much as twenty-five dollars a week for their services. Many are placed in stenographic positions in English who are later turned into work in French when their employers learn of their ability. Many of these girls are able to take stenographic notes in French.

In the High School of Commerce and Commercial High School, and Newtown High School, training of a high order is given in taking in shorthand notes dictation in Spanish. This training has been most successful and the students who receive it have no difficulty in taking and transcribing notes given in Spanish, or in taking notes in English and translating them into Spanish while transcribing them. The principal of the High School of Commerce reports that seventeen graduates of June, 1919, are employed in houses where they make daily use of their Spanish, and that five large firms have requested that boys trained in Spanish be sent to them for employment.

When such men as the head of the United States Bureau of Foreign and Domestic Commerce in New York City, the editor of the influential "American Exporter," the president of the United States Steel Products Company, and many others of equally high standing urge the thorough preparation of students in modern languages in order to help handle the great and rapidly growing foreign commerce of this country, our schools should make special effort to meet this demand. I have definite suggestions to make for this work in the section of recommendations of this report.

It is, then, a source of gratification to know that we are meeting with some success in preparing students in French and Spanish so that they are actually able to use one of these languages in practical, everyday life. We can do, and should do, even more.

Failures in the First Term of Modern Language Study

In a tabulation made of the percentage of success of first-term pupils in all the high schools for the term ending June 30,

1919, it appeared that 69% of such pupils completed successfully their course in French, 69% in Latin and 74% in Spanish. In comparison with these results in foreign languages, 84% were successful in English, 79% in Algebra, 83% in Biology, 86% in Bookkeeping, 87% in Civics, 93% in Stenography and 81% in Typewriting. From these statistics it is evident that the greatest "mortality" among first-term pupils is found in foreign languages and mathematics. This condition, as far as languages are concerned, may have been due to one or more of the following causes:

1. Foreign language study is an entirely new experience to most entering pupils. They have greater difficulty in "getting their bearings" in language study than they do, for example, in English or biology, subjects for which their training in the elementary schools has given them some preparation.

2. Some of the modern language teaching is doubtless poor. For example, the attempt is sometimes made, consciously or unconsciously, to adapt the pupil to the syllabus. (The statistics given cover a period in which the new syllabus of minima, term by term, in modern languages had been in force but one year.) Again some French departments are facing for the first time the problem of teaching French to entering pupils, as that language was given only as a second language in some schools. These departments have found difficulty in adapting their teaching to the new situation.

3. Then there are the State examinations: To meet the Regents' requirements, especially those of the second year examination, the rate of progress of the work from the first to the fourth terms has been too hurried.

4. Pupils in the elementary schools have not invariably been trained to grasp the simplest concepts of inflection and syntax in English.

5. First-term classes often are much too large, some of them having a register of from forty-two to forty-eight and many having thirty-five to thirty-eight. Effective teaching of modern languages is quite impossible in crowded classes, especially of beginning students. Some departments of modern languages are

carrying far more than their share of the "pupil-period load."

6. The assignment is often made of the poorest teachers (substitutes and others), to first-term pupils. These pupils should have the very best instruction the department can give.

7. Native inability of many individuals to learn a foreign language especially a modern foreign language in which ear and tongue must be trained as well as eye and brain, may also be mentioned. The opinion of the writer, which is corroborated by most of the heads of modern language departments in our schools, is that fully 20% of those who study a modern language have little aptness therefor and should not waste their time and the teacher's time in undertaking that language. If this estimate is approximately correct, then a large proportion of the percentage of failures is accounted for.

Whether the number of pupils direct from the elementary schools, who are lacking in that peculiar ability that makes language acquisition possible, is greater than the number of those who cannot study profitably a somewhat abstract branch of mathematics, like algebra, is, of course, problematical, and is a question that we need not discuss here; but that those unfitted for foreign language study should, in justice to both themselves and to the school system, be eliminated from language classes, all educators are ready to admit. The question, then, is how to effect the elimination.

There are two ways open, one empirical, a trial and error method, and the other scientific, or a way that can and should be made scientific.

The first way is carried into practice thus: All pupils desiring to study a language are allowed to do so. For a certain period, say four weeks, all these pupils are under close observation and testing. The teacher gives close attention to individuals as well as to the class as a whole. The teacher has at least one conference with each pupil in that time. The pace of the class is to be somewhat slower than usual. After a series of oral and written tests, the teacher decides that certain pupils are quite unfitted for continuing the study of the language. Those pupils are then either assigned to classes in an alternative subject (typewriting or general science, for example), or their periods

in some other subject in which they may be doing poorly are doubled. There are practical difficulties here in program-making but they need not and should not be insurmountable.

For experimental purposes, I drew up the following plan and it was presented and discussed in a meeting of the high school principals. No conclusion, however, was reached.

1. All pupils choosing a foreign language (except German) will be assigned to a class in that language.

2. Classes in the first-term languages will be formed with a maximum of forty members.

3. Classes in the subjects alternative to a beginning language will be found in such a way as to allow for a 15% addition thereto at the end of the fourth week of the term.

4. At the end of the fourth week, transfers from beginning language classes to beginning classes in alternative subjects may be made at the discretion of the principal, on the recommendation of the chairman of the language department concerned.

5. Chairmen and teachers of languages will therefore have under close observation for four weeks the students in these classes. Close study of the pupils and frequent tests must be used to determine what pupils are quite unfit for language study. After such observation and tests, the chairman may transfer not to exceed 15% of the students in the different beginning language classes to beginning classes in alternative subjects.

6. Special consideration should be given by the principal or his representative to the cases of those pupils who intend to enter college and must have a foreign language for that purpose. If there is a sufficient number of such pupils, who are deficient in language ability, a separate class or classes for them might be formed.

These suggestions, made in January, 1919, were followed in part in several schools in the beginning of the term in the following February. In the Commercial High School eighty boys at the end of four weeks were, after careful observation and test-

ing, eliminated from Spanish classes and placed in classes in typewriting and woodwork. In the Julia Richman High School a number of pupils were similarly eliminated after a period of a few weeks. In the Spanish department of the Erasmus Hall High School those who were failing at the end of six weeks were allowed to drop some other subject and were given a program of ten hours a week in Spanish.

Throughout the schools a special study has been made of the causes of failure in modern languages. I have held conferences with the assembled staff of various departments in which an attempt was made to analyze the cause for failures and suggest remedies. These conferences have had at least one result: The teachers have been aroused to the need of adapting their work to the ability of their pupils. I find that in some cases the difficulty has been due to "an attitude of mind" of the teachers, which has as its chief fault the desire to adapt the pupil to a preconceived course of study rather than to adapt the course to the needs and abilities of the pupil. However, this attitude has, I think, been corrected to a great extent.

Some schools already have a scheme for adjusting the program of a pupil at the end of five or ten weeks, but no alternative subject is taken up. He is usually "dropped" or "doubled." It seems that the adjustment should be made earlier in the term, thus saving the pupil's time and making his success in the alternative subject more likely.

Such is the "trial and error" plan. But like all such plans it is likely to be a costly one, involving loss of time, derangement of programs and so forth. The alternative seems to be a predetermination test in which a carefully devised series of tests is used to determine the pupil's probable fitness for language study. Professor Briggs and Dr. Kelley, of Teachers' College, Columbia University, conducted in 1918-1919 "General Intelligence" tests of the boys of the incoming class in the High School of Commerce. It is the opinion of the language teachers of that school that the tests did not throw much light upon probable ability in language acquisition. However, since the results have not yet been published, any conclusion is now somewhat premature.

In the endeavor to establish, eventually, a predetermination of prognosis test, I devised a tentative or experimental test of this kind which was given to the entering pupils of the DeWitt Clinton High School in the first week in February, 1919. It was also used in September in the Newtown and Curtis High Schools and other schools are planning to use it. That it is imperfect and subject to much improvement I am the first to realize. But it at least has served as a point of departure and from it we shall develop, it is hoped, a thoroughly scientific predetermination test that will be found useful.

It cannot be given in full here, but it has been published in the "Bulletin of High Points" for February, 1919. In brief, it consists of five parts: I. Visual-motor (seeing and writing); II. Aural-motor (hearing and writing); III. Visual-oral (seeing and speaking); IV. Aural-oral (hearing and speaking); and V. Grammar concepts, to test previous training in the fundamentals of English grammar.

Careful tabulations of results were made by the chairmen of modern language departments in DeWitt Clinton, Newtown and Curtis High Schools. These tabulations were printed in the "Bulletin of High Points" for October, 1919, and March, 1920. It seems unnecessary to give here these tabulations. The conclusion of Mr. Leonard, Chairman in the Curtis High School, was expressed thus: "My conclusion, therefore, is that the prognosis test does the work which it is intended to do; it lets us know beforehand which pupils are to be failures; we can then eliminate the pupils from the class where they would waste the time and energy of their teachers and themselves, and thus eliminate waste from the school system, which is the purpose of our efforts in this matter."

Such tests should be used chiefly to determine the probable ability of success of the students in foreign language acquisition and should serve as a basis for their classification in slow, normal, and rapid advancement classes. At the end of four full weeks of study in the first term all who failed in the predetermination test and any others whose work has proved unsatisfactory should be given a simple Elimination Test, based directly upon the class work of that period. Those failing therein should

be eliminated altogether from foreign language classes and should be given programs of study which will enable them to concentrate their efforts upon work in which they can attain success. At the end of their first year in school they may then be allowed to again enter a modern language class if they have a desire and good reason for doing so.

The test mentioned has been improved, I believe, by the addition of a linguistic-memory test and a reduction in importance of the test in grammar concepts.

Syllabus of Minima

Beginning in September, 1918, the new syllabus of minima in modern languages was put into effect. This syllabus, which indicates the minimum points of grammar and amount of reading for each of the eight terms of each of the modern languages, has already proved to be of great benefit. It has made the work of the different schools uniform in the amount and kind of minimum work done and has set standards which are reasonable and attainable.

Correlation With the Work of the Intermediate Schools

The new syllabus in modern languages in the intermediate schools, which has been based upon the syllabus for high schools mentioned in the preceding paragraph, has set a standard in the much needed correlation of the work of the intermediate schools with that of the high schools. This correlation should go far towards making more effective the teaching of modern languages in both types of schools. It seems that similarly correlated syllabuses should be made in other subjects common to both schools.

Supervision

The work of supervising the modern language work the past two years has been unusually arduous, due to the necessity of securing, as quickly and efficiently as possible, the readjustment to which I referred in the first paragraphs of this report. Many

new teachers (especially of Spanish) have begun work in our schools; many German teachers, not licensed in French and Spanish, needed helpful, constructive criticism; and the numerous substitutes employed, most of them for continuous service for a year or half year, were particularly in need of help. I have held a number of meetings, in a central location, of new teachers, older teachers engaged for the first time in teaching French or Spanish, and substitute teachers. To them I gave talks on methods of teaching and upon how to meet the particular difficulties in teaching this or that point in French or Spanish. I have continued the practice, followed for some time, of holding conferences of all the heads of departments. I have visited every teacher who was a candidate for renewal of license, permanent license, and, until the abolishment of the superior merit law, all candidates for approval at the end of the sixth year of service, or for an award of superior merit for the ninth or twelfth year. After each visit I held a personal conference with the teacher and also made a written report, copies of which were sent to the Associate Superintendent in Charge of High Schools, the District Superintendent assigned to High Schools, the principal, the head of the department, and the teacher. I have held conferences with assembled departments and with principals. I have made reports and recommendations to the Associate Superintendent concerning the efficiency of heads of departments.

There are engaged in modern language instruction 366 teachers. In addition to these I was assigned, in October, 1918, to the inspection of work of heads of departments and teachers of Latin, 154 in number, and made reports upon these teachers in the manner described above for modern language teachers.

The regulations concerning the supervision of teachers, formulated in the conference of the supervising officers of the High School Division, have been very effective in bringing about uniformity in supervision by the heads of departments of modern languages.

First Assistants

There is at present an insufficient number of first assistants in modern languages in our schools. Greater effectiveness in the organization and supervision of departments would be obtained

by the appointment of first assistants, duly licensed and compensated for this service. Four such first assistants were appointed February 1, 1920, from the eligible list of first assistants in modern languages. There remain on this list nine men and six women.

I wish to record here my testimony to the spirit of readiness to cooperate, the effectiveness of supervision and the willingness to experiment in the desire for improvement that have characterized the work of the vast majority of first assistants and chairmen of modern language departments.

Modern Language Exhibit

A very interesting travelling exhibit of material illustrative of the language, life, and customs of France, Spain and Spanish-America was assembled in December, 1919, and January, 1920, and is now being shown in each one of the high schools for a period of one week. This material was all of such a nature that it could be mounted on heavy cardboards, 22 by 28 inches, and larger. About 400 such cardboards were prepared. One representative for French and one for Spanish in each school formed a general committee to collect material and a central committee selected and mounted the material collected.

Postcards, coins, stamps, newspapers and magazines, laces, textiles, fine collections of posters, especially from France, albums of pupils' work, maps, charts of all kinds and a few statistical tables are the chief elements of the exhibit.

Financial aid and active participation in this work were provided by the French Teachers' Association and by the New York Chapter of The American Association of Teachers of Spanish. We also had the very valuable help of the French International High Commission and many business houses engaged in international commerce.

In the schools where it has been displayed the exhibit has aroused very keen interest on the part of pupils, teachers, and parents and friends of the pupils. It has served to awaken and increase the appreciation of the importance of modern language

studies. A permanent exhibit of this kind would be most helpful and it would be possible to establish such a permanent exhibit if we but had space for it in some central location.

Appointment of Director

By action of the Board of Education on December 22, 1919, I was appointed to be Director of Modern Languages in High Schools on and after January 1, 1920. I had been in charge of this branch of instruction since February 23, 1917.

"High Spots"

It is pertinent to mention here briefly the salient good features of modern language work during the past two years to which allusion has not already been made in this report.

1. The use of the intensive study period and supervised study in several schools, notably Commercial High School, Bay Ridge High School, and DeWitt Clinton High Schools.

2. The use of the phonograph in class and club work and in aiding to memorization of selected passages of prose and poetry, especially in the French Department of the Washington Irving High School, and the Spanish Department of the Bushwick High School.

3. The establishment of rapid and slow advancement classes, especially in Newtown High School, and Erasmus Hall High School.

4. Improvement in the form of the recitation as to clearness of speech of pupils and neatness of board work, especially in Curtis High School, Bay Ridge High School, Morris High School, and Eastern District High School.

5. The establishment or maintenance of excellent French and Spanish clubs, especially in the DeWitt Clinton High School, Erasmus Hall High School, High School of Commerce, the Washington Irving High School, Theodore Roosevelt High School, Girls High School, Stuyvesant High School, Bryant High

School, Bay Ridge High School, and Eastern District High School. A Latin-American club is doing interesting work in DeWitt Clinton High School.

6. The establishment or maintenance of interesting school papers in French or Spanish, especially in the High School of Commerce, Julia Richman High School, Bay Ridge High School, Wadleigh High School, DeWitt Clinton High School, and Evander Childs High School.

7. The use of abundant realia and illustrative material, especially in Bay Ridge High School, Stuyvesant High School, Richmond Hill High School, Eastern District High School, Washington Irving High School, and Bryant High School.

8. Correlation of modern language work with the library of the school or with a neighboring branch of the public library, especially, in the Girls High School and Eastern District High School.

9. Correlation of the modern language department with other departments, especially in Eastern District High School, DeWitt Clinton High School and Washington Irving High School.

10. Exhibits of material and realia used and of work done by pupils of the department. Mr. Leon Sinagnan, head of the Spanish department of Stuyvesant High School, had an excellent exhibit open to the public during the week of June 9th. He had the cooperation of the United States Bureau of Foreign and Domestic Commerce, and of several banks and commercial houses in arranging this excellent display which created much favorable comment. Dr. Alfred Coester, a teacher in the Evander Childs High School, arranged an interesting exhibit of class work in Spanish in that school.

11. Cooperation with business houses in the placement of pupils who have a knowledge of French or Spanish, especially the Julia Richman High School, High School of Commerce, Morris High School, Commercial High School, and Newtown High School.

12. Illustrated lectures in the foreign language by teachers in the life, customs and art of the foreign countries, especially in Julia Richman High School, DeWitt Clinton High School, Washington Irving High School, Richmond Hill High School, and the Eastern District High School.

13. Performances of play in French or Spanish, especially in Washington Irving High School, Morris High School, Julia Richman High School, Flushing High School, High School of Commerce, DeWitt Clinton High School, and New Utrecht High School.

14. Departmental libraries, especially in the Spanish Department of Washington Irving High School, and the DeWitt Clinton High School.

15. Chorus singing of songs in the foreign language, especially in the Spanish Department of Washington Irving High School, Girls High School, and Eastern District High School.

16. Special help to backward pupils in coaching classes, especially, Stuyvesant High School, Newton High School, and DeWitt Clinton High School.

17. Campaigns to improve the pronunciation of the foreign language by pupils, especially by Mr. Clement G. Elmer, head of the French Department, Stuyvesant High School; also by Mr. A. B. Cohen, head of the modern languages, Eastern District High School.

18. Correspondence in the foreign language of our pupils with pupils in countries where that language is spoken, especially in Bushwick High School, Eastern District High School, Julia Richman High School, Flushing High School and Evander Childs High School.

Recommendations

I recommend:

1, That beginning classes in foreign languages be formed with a maximum number of thirty-five pupils. Many of our beginning classes have contained as many as forty pupils and some have even approximated fifty on register. It is obvious

that the best work cannot possibly be done, especially in beginning classes, when so many are enrolled in one group. Modern methods of teaching languages require much activity and constant reaction on the part of the pupil who must use the foreign language to express his activity and reaction. Authorities in the modern language field agree that not more than twenty should be placed in a beginning class. We should be content if the limit were fixed at thirty-five.

2. That courses in Portuguese be established in our commercial high schools. The largest country of South America, Brazil, has a population of nineteen million people, most of whom use only Portuguese. Our commercial and friendly relations with that country are daily becoming more significant. Our young people should begin now to prepare themselves in that language in order to be able to render aid in furthering the commerce between Brazil and the United States. There are now only a few teachers equipped to teach Portuguese.

3. That in the commercial courses of three years in length provision be made for an elective course in intensive work in either French or Spanish. In this course the language chosen would be taken for five periods during the first year and ten periods per week during the second and third years. In this way real experts in French and Spanish, trained particularly for commercial work, can be developed. Only those showing language ability above the average should be permitted to choose this intensive course.

4. That teachers of modern languages be allowed the sabbatical year, to consist of a full year on full pay. The training, enthusiasm and success of the teachers of French and Spanish would by this means be greatly improved. It seems to be a sound proposition that these teachers need the benefit of residence and study in the foreign country where the language they teach is spoken more than do teachers of other subjects. The summer vacation is too short a period for serious, consecutive work abroad and the expense involved is out of all proportion to the benefit derived. The times urgently demand teachers of modern languages who know well not only the language they

teach, but also the life and customs of the people who speak that language. Only residence and study in a country for a minimum period of one year can supply the necessary familiarity with the life of that country. The sabbatical year on full pay would, more than any other one thing, insure the great improvement of language instruction.

Our "splendid isolation" as a nation is gone, probably never to return. In order that our citizens may perform well their part as members of the leading nation of the world they must know more thoroughly than has been customary heretofore, the languages of those non-English speaking nations with whom we shall have much to do in the future. Those nations are those that speak French or Spanish. The high schools of this city, the metropolis of the nation, should give more and constantly improved training in these languages in view of the need above mentioned. A reduction of the work in modern languages, advocated by some, would be a serious mistake, not only as concerns the commercial and practical side of American life but also in connection with the general cultural training of the next generation of citizens.

The "Bulletin of High Points" in the Work of the High Schools

From April, 1917, to November, 1919, the monthly **Bulletin of High Points** was published exclusively for the guidance of teachers of modern languages. Its articles, short editorials, and "high points" did much to standardize and inspire those teachers. Modern language teachers in many cities heard of this little publication and asked to have it sent to them. It was regarded as a unique and very helpful bulletin.

Teachers of other subjects—of English and History in particular—in our high schools, planned to issue a similar monthly.

At the suggestion of Dr. Ettinger, the scope of the **Bulletin** was extended to include all subjects taught in the high schools. To carry out the project a board of editors was appointed to aid me in editing the enlarged publication. These editors are Dr. Helen L. Cohen, first assistant in Engish in the Washington Irving High School; Mrs. Evelyn W. Allan, teacher of salesmanship, Julia Richman High School, who was replaced

by Mr. L. Brewster Smith, commercial branches, High School of Commerce, when Mrs. Allan became principal of the Girls Commercial High School; Mr. Matthew L. Dann, first assistant in history, Richmond Hill High School; Dr. John D. McCarthy, chairman of the department of Biology, DeWitt Clinton High School, who, when he secured leave of absence for study, was replaced by Dr. E. A. Bedford, now chairman of Biology of the same school; Mr. George M. Falion, chairman of the department of Latin, Bushwick High School; and Mr. Charles H. Teeter, first assistant in mathematics, Commercial High School, and representative of evening high schools and continuation classes.

The cooperation of all supervising officers, principals, heads of departments and teachers has been sought and secured to a good extent, to obtain contributions to the **Bulletin.** A representative has been appointed in each school to gather material and to forward it to the editors. Good interest has been manifested. Some excellent articles have been contributed by teachers, principals, supervisors, directors, and superintendents. The "high points" printed each month have created much favorable comment and have stimulated teachers to greater resourcefulness in their work. Many educators in different parts of the country have at their request been placed on the mailing list of the **Bulletin.**

Each month a sufficient number of copies is printed to supply each teacher in the day and evening high schools.

It is hoped to make this publication constantly more interesting and helpful.

Respectfully submitted,

LAWRENCE A. WILKINS,
Director of Modern Languages in High Schools

APPENDIX A

The University of the State of New York

The State Department Education

Before the Commissioner

In the Matter of the Appeal of Thomas Mufson, A. Henry Schneer and Samuel D. Schmalhausen, Teachers in the DeWitt Clinton High School in the City of New York, from the Action of the Board of Education of Such City in Dismissing Them from the Service of the Department of Education.

Gilbert E. Roe, attorney for appellants.

William P. Burr, corporation counsel (Charles McIntyre and William E. C. Mayer, of counsel), attorney for respondents.

The appellants, Thomas Mufson, A. Henry Schneer and Samuel D. Schmalhausen, were teachers in the DeWitt Clinton High School in the city of New York. Each of these appellants was suspended from his position by John L. Tildsley, associate superintendent of schools of the city of New York, on or about November 12, 1917. The said Superintendent Tildsley also preferred charges against each of such appellants charging them with "conduct unbecoming a teacher." Each appellant was notified in writing that charges had been preferred against him and that a trial of such charges would be held before the committee on high schools and training schools of the board of education on November 22, 1917. A copy of the charges and the specifications thereof was annexed to the notice in each case and served personally upon each of the appellants.

Each of the appellants answered the charges preferred against him and denied the specifications contained therein. Each of them also demurred to the charges as insufficient in law upon the face thereof, in that the law did not provide for the preferment of charges of "conduct unbecoming a teacher" and that the facts alleged were not sufficient to constitute "gross misconduct or insubordination, or neglect of duty or general inefficiency." Each appellant also alleged in his answer, on information and belief, "That Hon. John Whalen, Chairman of the Board of

Education's Committee on High Schools and Training Schools, has heretofore made certain statements to diverse persons which show that he is prejudiced against the respondents and prejudged the case, and is therefore ineligible to participate in the trial thereof."

A hearing was had in each of the cases before the said committee on high schools and training schools. Each of the appellants appeared by counsel. Witnesses in support and defense of the charges were examined and cross-examined by the attorneys appearing for the respective parties. The committee presented a separate report in each case to the board of education at its meeting held on December 12, 1917, sustaining the charges preferred against each of the appellants and recommending that each of them be dismissed from the service of the department of education of the city of New York. Resolutions sustaining the charges preferred against said appellants and dismissing them from the service of the said department of education were then adopted by the vote of a majority of the members of said board. There were thirty-five members of the board present and voting upon each of the resolutions. The resolution dismissing the appellant Mufson was adopted by a vote of twenty-six to nine; the resolution dismissing the appellant Schneer was adopted by a vote of thirty to five; and the resolution dismissing the appellant Schmalhausen was adopted by a vote of twenty-five to ten.

The appeals to the Commissioner of Education are from the resolutions of the board of education dismissing the appellants from their positions. While the specifications of charges against the appellants are not identical, many of the questions raised in each case are the same. The cases were heard and determined at the same time and acted upon by the board of education at one meeting. They were in effect submitted to the Commissioner of Education as one appeal and were argued at the same time, and it is therefore proper that they should be considered in one decision.

The appellants in their answers in these proceedings as well as upon the trial before the committee of the board of education insisted that because of certain statements made by Mr. Whalen, the chairman of said committee, he was prejudiced against appel-

lants, had prejudged their cases, and was therefore ineligible to participate in the trial. The committee had before it the statements made by Mr. Whalen, and after deliberation determined that such statements and the attitude of Mr. Whalen toward the appellants were not such as to make it improper for him to serve as chairman of the committee to which the charges had been referred. There is nothing disclosed in the record of these cases indicating that the chairman had in any way prejudged such cases, that he was prejudiced against the appellants, or that he was otherwise disqualified to preside at the trial. A careful examination of the record shows that the rulings of the chairman were impartial, that appellants were given full and adequate opportunity to present their defense and that there was no action upon the part of the committee or its chairman which deprived appellants of their just rights upon the trial.

The voluminous papers in this proceeding, including the record of the trial, the stenographer's transcript of the oral argument and the briefs submitted by counsel, have been examined with care and given proper consideration. Some evidence was admitted upon the trial which was immaterial and improper, but such evidence does not appear to have been decisive in the determination of the issues involved in the case. The determination of such issues by the board of education must stand or fall upon the evidence admitted in the case which was proper and admissible. The settled rule is that the admission of immaterial or improper evidence does not of itself constitute a ground for reversal. Where a trial is before a court or referee the admission of such evidence is not deemed reversible error, where it does not appear that it was prejudicial to the defeated party. If there was sufficient competent evidence to sustain the findings or conclusions of the court, the error may be disregarded. Maileer v. Express Propeller Line, 61 N. Y. 312; Maldonado v. Espen, 195 id. 541.

As stated in 4 Corpus Juris, 969, "A judgment will not be reversed because of the erroneous admission of evidence where it did not affect the result, or could not have done so, where the legal evidence abundantly established the case, * * * or where it is apparent that the verdict would or must have been the same had the evidence not been admitted."

The board of education is charged with the general supervision of all the educational interests of the city. The board is responsible in a measure for the **esprit de corps** obtaining in the teaching service. It is legally charged with the employment of teachers, the discipline of teachers, and the removal of teachers. It may make such inquiries in relation to the general conduct and the attitude of teachers on matters affecting the schools and their influence over the children under their instruction as may be necessary. It may make such investigations as are required when charges are preferred against teachers. In the performance of all these duties it is exercising an administrative function. The settled rule is, that a board acting in this capacity "does not constitute a court; its proceedings are not to be controlled or decided by the same degree of formality that would be required upon a charge of a criminal offense before ordinary tribunals of justice." People ex rel. Flanagan v. Board of Police Commissioners, 91 N. Y. 97.

Three other questions are presented for determination upon this appeal:

First. Were the charges presented against appellants based upon grounds which constitute an offense for which the law authorizes the removal of a teacher employed in the schools of the city of New York?

Second. Did the board of education possess the jurisdiction to dismiss the appellants upon the recommendation of the committee on high schools and training schools after a hearing of the charges against the appellants before such committee?

Third. Do the facts relating to the conduct of each of these appellants and to the discharge of their obligation as teachers in the public schools of the city and the State, presented upon the trial or hearing before the committee, constitute sufficient cause to justify the action of the board of education in dismissing said appellants from the teaching service of the city?

Chapter 786 of the Laws of 1917 added article 33-a to the Education Law. This law is known as the City School Law and will be referred to hereafter by such title. Such law became effective June 8, 1917. It defines the powers and duties of boards

of education in cities and contains the general provisions of law regulating the administration of schools in cities. Subdivision 3 of section 872 of such law provides in part as follows: "Such persons and all others employed in the teaching, examining or supervising service of the schools of a city, who have served the full probationary period, or have rendered satisfactorily an equivalent period of service prior to the time this act goes into effect, shall hold their respective positions during good behavior and efficient and competent service, **and shall not be removable except for cause after a hearing by the affirmative vote of a majority of the board.**"

Previous to the enactment of such City School Law, section 1093 of the charter of the city of New York specified that a teacher employed in the schools of such city might be removed for one of the four following offenses: gross misconduct, insubordination, neglect of duty or general inefficiency. That section of the charter of the city of New York was specifically repealed by the City School Law and under the above provision of such law a teacher employed in the schools of New York city may now be removed for **cause**. The law does not specify the offense for which such teacher may be removed but simply provides that a teacher may be removed for **cause**. The law, as claimed by counsel for appellants, does not specifically provide that a teacher shall be removable for "conduct unbecoming a teacher." The provision that a teacher shall be removable for cause does not introduce a new element in the law which requires judicial interpretation to ascertain its meaning. The law regulating the removal of teachers in all parts of the State except New York city has contained the provision for many years that a teacher shall be removable for **cause**. The Commissioner of Education has interpreted the meaning of **cause** in many cases which have been before him for determination upon appeal. It is a well-settled rule that **cause** means some substantial, reasonable, valid cause—some action or conduct on the part of the teacher which renders his service undesirable or which prevents such teacher from exercising the wholesome influence which a teacher should exercise over his pupils. Conduct on the part of a teacher which is sufficient cause for removal is "conduct unbecoming a teacher." While the law does not specifically provide for the removal of a

teacher for "conduct unbecoming a teacher," it is entirely proper, and within the causes for which charges may be preferred, for the school authorities to prefer charges against a teacher for "conduct unbecoming a teacher."

Counsel for appellants makes an extended argument to sustain the theory that the main purpose of subdivision 3 of section 872 was to make the tenure of teachers secure. The enactment of this provision of the law was not predicated upon that ground. This provision of law was enacted for the primary purpose of providing the schools with efficient and suitable teachers and of guaranteeing, so far as may be possible, to the children of the city their right to receive instruction from competent, experienced and proper teachers. The theory is that permanent tenure will attract men and women of the best intellectual attainments to the teaching service; that teachers will make more thorough academic and professional preparation, will remain in the service longer and thus bring to the support of the schools teachers whose training and experience will be a valuable asset. The primary interest, however, which the State seeks to protect is the right of the child. For this same reason the Legislature very properly provided for the elimination of inefficient, unworthy and undesirable teachers. This very subdivision of the act therefore expressed a limitation upon the tenure of a teacher by conditioning such tenure upon good behavior and efficient and competent service and by providing for the removal of a teacher whose conduct and service did not conform to these standards.

To support his argument on this point counsel claims that the disciplinary powers over teachers which the previous law conferred on a board of education have been eliminated under the provisions of the City School Law. He is wrong in this contention. Not one of the disciplinary powers which were lawfully exercised by the board of education over the teachers employed in the schools has been taken from such board. The powers of a board of education have been increased in this respect if modified at all. Under the former provisions of the city charter the disciplinary powers of the board were written in the statutes and such powers were limited to those which were specifically expressed in the law. Under the terms of the City School Law of 1917 the board of education is given the broad power to prescribe regu-

lations to govern and control all affairs under its direction. The board may therefore provide for suspension, forfeiture of salary, and in other ways discipline teachers for improper conduct. The power conferred upon the board under subdivision 9 of section 868 is as follows: "To prescribe such regulations and by-laws as may be necessary to make effectual the provisions of this chapter and for the conduct of the proceedings of said board and the transaction of its business affairs, for the general management, operation, control, maintenance and discipline of the schools, and of all other educational, social or recreational activities and other interests under its charge or direction."

This provision of the law is broad and comprehensive. Therein is found a direct reference to the power of the board of education to regulate the **discipline** of the schools and **every interest** under the charge and direction of the board of education, which certainly includes the teachers and their proper relation to the schools.

Subdivision 10 of the said section 868 confers further powers upon the board of education in the following language: "To perform such other duties and possess such other powers as may be required to administer the affairs placed under its control and management, to execute all powers vested in it, and to promote the best interests of the schools and other activities committed to its care."

In this specific grant of power the Legislature intended to confer the broadest power possible upon the board of education. That body is specifically given such additional powers which are not enumerated in the law as may be necessary to administer the affairs lawfully placed under its charge, and such board is also authorized **"to execute all powers vested in it"** and "to promote the best interests of the schools."

As pointed out by counsel for appellants the Commissioner of Education held in the Henrietta Rodman deFremary case (Decision of Commissioner, June 8, 1915) in construing section 1093 of the charter, as follows: "It is obvious that the purpose of this statute was to give to the board of education a comprehensive disciplinary control over the teachers of the schools of the city.

Its scope is sufficient to include every act on the part of the teacher, tending to impair her usefulness in her position, or to injuriously affect the administration of the school system."

Every disciplinary power which the board of education possessed under the former statutes is conferred upon the board of education under the above provisions of the City School Law, and the above holding by the Commissioner of Education obtains under present statutes.

Under the said subdivision 3 of section 872, a teacher against whom charges are preferred is entitled to a hearing. At such hearing charges must be submitted, testimony must be adduced in support thereof, and the teacher must be given an opportunity to appear by counsel if he desires and to answer and defend. After such hearing the board of education may by an affirmative vote of a majority of the members of the board remove such teacher from his position.

Under the provisions of section 1093 of the city charter which regulated the method of hearings upon charges in such cases, the statute authorized the board of education or a committee of such board to conduct the hearing of a teacher under charges. The charter also authorized the board to prescribe by-laws, to appoint committees, etc. Exercising this function, the board created a committee known as the committee on high schools and training schools and provided in its by-laws that such committee should hear all charges preferred against teachers under section 1093 of the charter. The committee made its report to the board of education. The board of education then determined upon the evidence presented through this report what action should be taken thereon.

This was the procedure of hearing charges against teachers which had been in practice in New York city for several years. This was the identical procedure pursued by the board of education in hearing the charges against these appellants. It may also be said that counsel for appellants offered no objection to this method of procedure at the hearing. More than that, such counsel distinctly stated several times at the hearing that the by-law providing for the trial of teachers under charges before such committee was still in force. It was recognized, therefore, by

counsel for appellants and by the board of education and the corporation counsel that the procedure taken was in entire harmony with the spirit and intent of the law.

The question to be determined, therefore, is: Did the City School Law, which superseded the provisions of the city charter, provide a different method for hearing charges for the removal of teachers, or was it the intent of such law to continue the practice in hearing such charges which had prevailed under the provisions of the city charter. That portion of subdivision 3 of section 872 of the City School Law which relates to the removal of teachers reads as follows: "* * * and shall not be removable except for cause after a hearing by the affirmative vote of a majority of the board." This language does not specifically provide that the hearing shall be before the board of education. This language states that a teacher shall not be removable except for cause, that the vote necessary to effect removal shall be a majority of the board, and that the teacher shall have a hearing.

We may well consider whether or not this section of the act is not to be construed in connection with subdivisions 9 and 10 of section 868, hereinbefore cited. These subdivisions distinctly provide that the board of education may prescribe rules and regulations to make the provisions of the entire act effectual, to regulate all the transactions and business affairs of the board and to regulate the maintenance and discipline of the schools and all other interests and activities under the jurisdiction of the board of education. Since the language providing for the hearing does not distinctly state that it shall be before the board of education, and since the hearings in such matters under the previous statutes for a long period of years had been before a committee of the board of education, and since the board of education is given the very broad power to regulate the administration of all its affairs and interests through regulations prescribed by it, the question may well be raised as to whether or not the Legislature intended that such hearing must actually be before the board of education, or whether the Legislature intended to permit the board of education to determine by regulation that such charges should be heard before a committee of the board. It is not neces-

sary, however, in this case to determine that question, because the City School Law did contain specific provisions regulating the matter of hearings.

The City School Law became effective on June 8, 1917, and the board of education of the city of New York as constituted on that date was continued in office until the first Wednesday in January, 1918, when the mayor was required to appoint a new board to consist of seven members. The Legislature therefore specifically continued in office the board of forty-six members. It appears to have been the intention of the Legislature to continue in this city the general plan of administration and of discipline of teachers and employees which was in operation at the time the City School Law took effect, until the termination of the board of forty-six members and the induction into office of the new board of seven members. Section 4 of chapter 786 of the Laws of 1917, which inserted the city school article in the Education Law, provided in part as follows: "The rules and reguations adopted by a board of education in pursuance of any law hereby repealed shall continue in full force and effect notwithstanding such repeal until the same are modified, amended or repealed by the board of education as provided in this chapter."

As before stated, the by-laws which had been adopted by the board of education of the city of New York and which were in existence at the time the City School Law became effective provided for a standing committee on high schools and training schools. Subdivisions 4 and 5 of section 21 of these by-laws provided as follows:

"4. Except when otherwise ordered by the board, said committee shall conduct all trials of principals and teachers in high schools and training schools against whom charges have been brought in accordance with section 1093 of the charter, and shall report its conclusions to the board for action thereon.

"5. The conclusions adopted by said committee relative to charges preferred against any principal or teacher in a high school or a training school shall be reported to the board."

This rule and others of a similar character relating to the trial of teachers against whom charges had been preferred had

been adopted by the board of education for the sole purpose of defining the procedure for the trial of teachers charged with conduct for which they might be removed. The rule relates to the charges preferred under section 1093 of the charter. This, however, was the only section of the charter under which charges are authorized. The rule would have been just as effective if the number of the section had been omitted. Inserting such section number in the regulation did not in fact place any restrictive power upon the effect of the regulation. The regulation was to meet a general purpose. That general purpose was to define the procedure in the trial of teachers.

It is claimed by counsel for appellants that these regulations relating to hearings before a committee of the board specified that such committee should hear the charges preferred under section 1093 of the charter, and that as such section had been repealed by the City School Law these regulations became ineffective. We cannot sustain this contention. The language of the law does continue these regulations. They have the same force and effect which they possessed before the City School Law was enacted, and it was entirely legal, therefore, for a committee of the board of education to hear these charges and report the results thereof to the board. The general rule laid down by the courts in this respect was followed. People ex rel. Farrell v. Board of Police Commissioners, 20 Hun. 402; People ex rel. Swift v. Board of Police Commissioners, 31 id. 41; People ex rel. DeVries v. Hamilton, 84 App. Div. 369; Birdsall v. Clark, 73 N. Y. 76.

In People ex rel. Flanagan v. Board of Police Commissioners, 91 N. Y. 97, the court states as follows: "The statute by clothing them with power, under their own by-laws intended to relieve the board from the necessity of all or a majority of its members being present when testimony in a case like this was being taken."

Mufson Case

Mr. Mufson was charged with "conduct unbecoming a teacher." The specifications of the charges were as follows:

"1. That the said Thomas Mufson, as teacher of English in the DeWitt Clinton High School, fails to live up to his duty as teacher, inasmuch as he conceives it proper to maintain before his classes an attitude of strict neutrality in class discussions dealing with

"(a) The relative merits of anarchism as compared with the present government of the United States;

"(b) The duty of every one to support the Government of the United States in all measures taken by the Federal Government to insure the proper conduct of the present war."

Evidence upon irrelevant subjects was introduced at the trial, but in a review of the case we shall consider that evidence only which was properly admissible at the hearing. Mufson was specifically charged with maintaining an attitude of strict neutrality in class discussions dealing with "The duty of every one to support the Government of the United States in all measures taken by the Federal Government to insure the proper conduct of the present war." Mr. Mufson testified in his own behalf before the committee of the board of education at the trial. The following is taken from his testimony:

"Do you believe that you do labor under an obligation to inculcate respect for the President of the United States in the minds of your pupils?" Answer. "I decline to answer the question."

"Are you in sympathy with the United States in this war against the German Government?" Answer. "I decline to answer the question."

Mr. Smyth, counsel for appellant, then said to Mr. Mufson, "On what grounds? You are getting yourself into a position you do not appreciate." To his own counsel, Mr. Mufson said, "I appreciate fully just what I am saying. I am not irresponsible. I know what I am saying."

Counsel attempted to show his client that the questions were proper, that the board of education was entitled to know what his answers to these questions were, but Mr. Mufson said, "I decline to answer." This question was put to him:

"Do you believe it is your duty to urge the pupils in your class to give active support to the United States in this war against the German Government?" Answer. "Will you show that I have not done so in the class room?"

"Will you answer my question or not?" Answer. "No, I will not."

Every one of these questions was proper. They were related directly to one of the specifications in the charges. This testimony of appellant was proper evidence to be considered by the board of education in coming to a determination of the action which should be taken on the charges. The committee could properly take into consideration appellant's bearing and attitude upon the witness stand and his refusal to answer proper questions as well as the answers which he did give. The board of education had the right to consider the fact that our government had declared war against Germany and that its action had the unanimous support of the people of the country. The board undoubtedly considered the fact that ten million of the young men of the land had been placed in a selective draft and were subject to call for service in the war; that the government was calling these men to service as rapidly as the organized machinery of the government could make use of them; that the government had announced that millions of men would be sent to Europe to fight in such war; and that the government was taxing the people of the country as they had never before been taxed and was raising billions of dollars to support the war. The fundamental principles upon which our government was founded as well as the civilization of the world depended upon the success of our arms.

Under this condition of the nation's affairs a teacher in a public school system will not be permitted to hide behind any claim of privilege when a question affecting his loyalty to the government is concerned. He must come out in the open and cheerfully and unhesitatingly stand up and make known to the entire community in which he is employed that he is giving his unquestioned support to the President and to the government in the prosecution of this war, and if he refuses to give such assurance he shall not be permitted to discharge the high office

of teacher in an American public school system. The public schools of any country should be the expression of that country's ideals, the purpose of its institutions and its philosophy of life and of government. The school of America should be an expression of American ideals, of her democratic institutions and of her philosophy of life and of representative government. There has not been a time in the history of the country when the public schools should be engaged more persistently, scientifically and patriotically in teaching the fundamental principles of America's philosophy of life and government than at the present time. A person who does not, without reservation, utilize all his intellectual powers and exert all his influence as a teacher in the public schools to make such schools an efficient and effective agency in the accomplishment of this great function of a school system is not a suitable person to be charged with the duties of the sacred office of teacher. A teacher who is unwilling to follow this course "fails to live up to his duty as teacher" and fails properly to support the government in this war. The board of education discharged a public obligation in finding appellant guilty on the charges preferred and in dismissing him from the teaching service of the city.

Schneer Case

Mr. Schneer was also charged with "conduct unbecoming a teacher." The specifications of the charges were as follows:

"1. That the said A. Henry Schneer stated that patriotism should not be discussed in the DeWitt Clinton High School.

"2. That the said A. Henry Schneer stated that persons wearing the uniform of a soldier of the United States should not be permitted to address the student body in the assemblies of the DeWitt Clinton High School.

"3. That the said A. Henry Schneer stated that the Board of Education has no right to institute military training in the schools.

"4. That in or about the year 1917 the said A. Henry Schneer wrote a bibliography of contemporary literature copies of which he caused to be placed on sale in the store of the DeWitt Clinton

High School, which contained references to works which should not have been called to the attention of the students of that school."

Three of these specifications relate to Mr. Schneer's loyalty and support of the government in the conduct of this war. The testimony of Superintendent Tildsley, of Dr. Paul, principal of the DeWitt Clinton High School, and of Mr. Anthony, a teacher in the school, shows that in substance appellant stated he would not allow a soldier of the United States army in his uniform to address the student body of the high school unless some person not in such uniform was allowed to speak at the same meeting of the students. There is very much testimony on this point. The views expressed by appellant Schneer as understood by these three responsible members of the supervising and teaching staff of the city are quite different from the views which Mr. Schneer testified at the trial he did express. The board of education's committee heard all these witnesses, observed the demeanor and spirit manifested by them and could very properly come to a determination as to what actually did take place at the interview when Mr. Schneer gave expression to his views on the subject in question.

The views expressed by appellant as revealed today through his own testimony at the trial are not the views which should be expressed by a teacher in the public schools who is guiding the youth of a city. However, the action of the board of education in dismissing appellant was not wholly based upon his attitude of support to the government in its war program. One of the specifications in the charges against appellant was that he had written a bibliography of contemporary literature which he placed on sale in the high school and that such bibliography brought to the attention of boys a type of literature unfit for them to read. There is no dispute as to the facts in this matter. Appellant wrote the bibliography and made the request that the booklet be placed on sale in the book store of the high school. His request was complied with. In his notes which follow the title page he states that the list contains the "best" that is thought and said in "Fiction, Poetry, Drama, Social Theory, Science and Philosophy." He also states that he will give further information to those who desire it on any work or author. He

has incorporated in this booklet many sub-titles and among these were the following: "Heart Throbs of the Midnight Hours," "The Wilder Fires of Sex," "Fragrant Kisses of Passion," "Arias of a Vibrant Soul," "Shadowed Streams of Love," "The Hidden Springs of Sex and Desire," "The Tremulous Poesy of Passion" and many others of similar character. Some of the best works of all fields of literature were included in this booklet; but the above sub-titles were included and recommended as the "best" in literature for boys sixteen and seventeen years of age. A man who possesses such a perverted idea of the kind of literature which boys of these ages should be encouraged to read while they are being trained for citizenship in high school is unfit to be trusted with the development of the character of boys. It was the duty of the board of education to protect the boys of New York city from a teacher of such debased notions of the "best" in literature. The board properly discharged that duty in the dismissal of appellant. It is claimed by appellant that the booklet had the approval of his superiors before it was placed on sale. There was loose administration somewhere which permitted this book to be placed on sale. Permission to place the booklet on sale, however, does not modify the conception which appellant has of the literature which boys should read.

Schmalhausen Case

Mr. Schmalhausen was charged, as were the other two appellants in this proceeding, with "conduct unbecoming a teacher." The specification of such charges were as follows:

"1. That the said Samuel D. Schmalhausen considered it not to be his duty to develop in the students under his control instinctive respect for the President of the United States as such, Governor of the State of New York as such, and other federal, state and municipal officers as such.

"2. That in making written criticisms of a certain letter dated October 22, 1917, addressed to the President of the United States, written by H. Herman, a pupil under his instruction, the said Samuel D. Schmalhausen failed to make such criticisms of

the contents of the said letter as would lead the pupil to perceive the gross disloyalty involved in his point of view as expressed in the said letter.

"3. That the said Samuel D. Schmalhausen stated that as an instructor of the said pupil he would consider it proper to allow the said pupil to write and to read aloud to his classmates similar seditious letters addressed to the President of the United States.

"4. That the said Samuel D. Schmalhausen, as evidenced by newspaper articles printed over his signature, has a concept of his function as teacher that renders him unfit to be an instructor in the high schools."

During the latter part of October Miss Ellen E. Garrigues, the head of the English department of the DeWitt Clinton High School, was directed by the principal of the school to attend one of the recitation periods conducted by appellant Schmalhausen, one of the English teachers in that school. The DeWitt Clinton High School is a school for boys only. The boys in attendance upon the class which Miss Garrigues inspected were about sixteen or seventeen years of age. The boys had written compositions upon the following subject, which Mr. Schmalhausen had assigned them: "Write a very frank letter to Woodrow Wilson commenting within the limits of your knowledge upon his conduct of the war against the German Government." Mr. Schmalhausen denies that the word "very" was used in the subject which he assigned. This appears immaterial and the subject may be considered with the word "very" eliminated.

The first half of the recitation period was devoted to reading the compositions which the boys had written and the second half to study. Mr. Schmalhausen directed a boy to read the composition he had written. The boy read it and in it he objected to the form of the draft upon the ground that it called people who had dependents. After the boy had read his composition Mr. Schmalhausen stated that the objection raised had been remedied by later adjustment of the draft. Another boy read his composition, objecting to the Liberty Loan upon the ground that the people were already too highly taxed because of the rise in prices. The appellant made no comment on that

composition. Others were then read. A boy then read his composition in which he stated that we should not attempt to promulgate democracy without having a better form of democracy. A boy in the class arose and said "Germany had a democracy more truly than we." Another boy then said that "democracy in Germany was economic and not political." Miss Garrigues asked one boy who had participated in the discussion if he was an American citizen and he replied that he was and that his father was. Miss Garrigues responding by saying, "I can scarcely believe it." Another boy began to read his composition but the bell rang and the recitation period was closed. Miss Garrigues then requested that all the composition papers which had been written be collected and given to her. This was done. Miss Garrigues was incensed because she did not regard the proceedings in the recitation room as patriotic. She informed the class that she did not believe they realized what they had written or they would feel "deeply ashamed." She also informed Mr. Schmalhausen that in her judgment the assignment was an unwise one. She further told appellant that she did not regard him as very loyal and he replied that he "was loyal to the truth rather than to persons."

Among the composition papers handed in to Miss Garrigues was the following, which was written by Hyman Herman:

Wrong salutation.

"To the Defender of Humanity and Champion of Democracy—Woodrow Wilson:—

"Undoubtedly, the time will come when people not so ignorant and unappreciative as we are, will unanimously voice their approval of the work you are now engaged in—a work in which you have pledged all our lives, fortune, homes [&] and honor, without in the least consulting us, **ignorant brutes** that we are,—so that those who are so nobly sacrificing themselves for so righteous a cause may in the hereafter realize the fruits of their toil. In short, you are **ready to slaughter us all** in order that we may enjoy in death which we are now lacking in life. But please, Your Excellency, do not deign

Exaggerated excessive emotionalism.

Is there any sanity in this assertion?

even to listen to me; I am only of the [20th] century, while you are a Messiah in disguise, sent to show us the path to virtue, righteousness and spiritual glory. (The highly despicable material glory is too low for us, and we gladly hurl it at those high priests of materialism in their Holy of Holies, which I need not tell you is Wall Street.) Therefore, My Most Exalted Ruler, peruse my worth-worthless epistle with deepest scorn on your noble features, and immediately cast it into the fire; but please forget not to wash and rub your hands thoroughly, and for that purpose I recommend the sacred oil of the Standard Oil Company.

Very confused utterance.

Do you take these remarks seriously?

"When the Allies first declared war on the Central Powers, all were kept guessing as to the exact causes of it. Of course, the breaking of Belgium's neutrality and the Allies' promise to protect her, was too weak a reason to **the man** not too influenced by the "yellow" press to be able to use a little thinking power. No man with any brains whatsoever, would accept that as proof which has been proven to be empty, for would that have been the first time England would have broken a contract, or France; had Eng. [&] and France been so pure and faultless until then? Yet, for lack of a better reason, this had to be offered. But as soon as Russia freed itself from its yoke and the U. S. entered the war, it took only a comparatively short time before the cry of a "War for Democracy" and a similar war-yell of "Down with Prussianism" began to permeate the already **polluted** atmosphere of this nation. What mattered the petty Italian **autocracy,** and the exact facsimiles of the Russia of the **pat,** Roumania [&] Servia? Certainly, the entrance of Siam on the part of the Allies changed not the outlook, although Siam is the only complete autocracy in the world **including**

Not a clear reference.

Not clear to me.

What?

In what sense?
In what sense?

Clumsily worded.

Sp. Same attitude.

Germany. Pray, Your Highness, do not misunderstand me—I do not sympathize with the autocratic Germany and there is no one more than I who wants to see the complete obliteration of all Junkers [&] and Pan-Germanists. But how is it that the U. S., a country **far from democratic** (and daily proving itself to be such) and Eng., [land] the imperial and selfish (and we exclude all minor participants) undertake to **slam** [word usage bad] democracy upon a nation whether it likes it or not? What unparalleled audacity to attempt to force **78,000,000** people to adopt a certain kind of Gov't! If we mean their benefit, then the Germans surely know what they want and **need us not. Kiss them not and bite them not.** [crude language] You don't seem to realize that you are simply embittering them against such audacious conduct.

In what specific particulars?

Recall President Wilson's differentiation between German Gov't. and People.

Is that so?

"As far as I understand, we are for no indemnities and no annexations—**of course, except a billion here,** a billion there, Alsace-Lorraine to France, Trieste and the Isonzo region to Italy, **and so forth.** Why is it that France, which has never willingly returned any territory acquired in her numerous wars should thus demand a province already a part of Germany for the past [47] years? And why are her Allies so ready in backing her up? If this be the war's programme, then why throw dust into our eyes. ['Tis true we are only dust, but too much is too much.] Finally, if our aim be the annihilation of Prussianism, then why in the name of Heaven have you refused the offer made by [Germany], which included the evacuation of Belgium, disarmament of nations and freedom of the seas? Surely then your purpose is to get supreme domination and to crush Germany for no reason it seems, except **a mad desire for murder, meanwhile making us the goats.**

Not accurately presented.

Be more specific.

Foolish attitude historically.

Irrelevant.

When? Do you believe in its sincerity?

For a thoughtful student, this statement sounds irrational.

Sorry to find this unintelligent comment in your work.

Why did you write this?

"But, **My Most Venerable Lord, I fear I am tiring you, and I shudder to think that as a result you may be delayed in your grand wholesale murder.** Therefore, with the sincerest hopes that you will not take anything I have written to heart,

"I remain,

"Your most obedient and humble servant,

"HYMAN HERMAN."

The notes in the margin of the above composition were made by Mr. Schmalhausen some days after the composition was written.

This composition was not read in the class. Miss Garrigues took it with her when the recitation closed. It was a subject of consideration when appellant discussed the matter with Superintendent Tildsley, Dr. Paul and Mr. Anthony. The evidence shows that after reflecting upon the matter for several days Mr. Schmalhausen said in substance that he regarded the subject a proper assignment; that if the boy felt the sentiments expressed in his composition it was entirely proper for him to express such sentiments; that the President of the United States was to receive as much respect from a boy as the President showed such boy; that he would permit the boy to read the same letter the second and even the third time, if he should write it, and that he thought a boy who would write such a letter was qualified to receive a diploma of graduation from the school.

The undisputed evidence in the case shows that the foregoing is an accurate account of what occurred during the recitation period of a class in English conducted by appellant in a public high school in New York city. What influence was this teacher exerting over the boys under his instruction who would within one or two years be within the present draft ages? What would be the effect if all the boys of similar ages in the nation were subjected to like influences? What must have been the effect upon the minds of many of these boys who heard that recitation and observed the attitude of this appellant who was their teacher? The composition written by the boy Herman is an answer to these questions. Shall a teacher of boys who permitted such a

recitation in his class-room be continued in the teaching service of the State at the very time the nation is sending four or five million of her young men to fight for the preservation of the ideals cherished by the free people of America? At no time has he offered proper admonition or rebuke to the pupils who failed to exhibit proper respect for the President of the United States or for the institutions of their country. At no time since the incidents in question occurred in the recitation has appellant shown a spirit of mortification or indignation. On the contrary, his conduct at the trial and otherwise gives the stamp of approval to all seditious utterances on that occasion.

It must be held that teachers have the same right to form judgments and to express opinions upon public questions that other citizens possess. A teacher is not compelled to sacrifice his individuality, his personal liberties or his judgment upon social and public problems simply because he is a teacher. Upon questions on which citizens generally may express different opinions or judgments, a teacher has the right to express his opinion and to form his own judgment. The power conferred by law upon the Commissioner of Education will be freely exercised to protect this right of a teacher whenever the authority over such teacher attempts to restrict or annihilate it. There is, however, no difference of opinion among the patriotic citizens of this country as to the duty of all Americans in supporting the President of the United States and the government in the prosecution of this war. This support must be open, direct and unassailable. There is also no difference of opinion among the patriotic people of this State or nation as to the obligation of every person who assumes the office of teacher of boys in a public school of the State to support the government to teach respect and love for our democratic institutions and for the President as such of this republic. The standard by which teachers are to be judged in this respect was well stated by Doctor John H. Finley, Commissioner of Education, in an address before the teachers of the State at the annual meeting of their association at Syracuse in November, 1917. His words upon this subject are as follows:

"As to ourselves, the teachers, representing as we do the State which has entrusted to us her most precious possession, there is just one answer. We must do with our mind and daily

speech what the soldier does with his body and in his daily training or fighting; that is, support our country in the cause to which it is committed in its own defense and that of human freedom. The same degree of loyalty is asked of a teacher as of a soldier. If a teacher cannot give that unquestioning support to the country that makes his own individual freedom in time of peace possible, his place is not in the school. I will not say where it is, but of all places in the world, he should **not** be in the school as the representative of his country."

Measured by this sound, patriotic standard, appellant Schmalhausen has forfeited his right to represent his country in the schoolroom.

The action of the board of education in removing these appellants is sustained and the appeals herein are dismissed.

In Witness Whereof, I, Thomas E. Finegan, Acting Commissioner of Education of the State of New York, [Seal] do hereunto set my hand and affix the seal of the State Education Department, at the city of Albany, this 22d day of October, 1918.

THOMAS E. FINEGAN,
Acting Commissioner of Education.

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